

MASS.
DOCS.
COLL.

* UMASS/AMHERST *



312066 0277 9959 8

UNIVERSITY OF
MASSACHUSETTS

GOODELL
LIBRARY



THE BOOK-PLATE IS A GIFT OF DR. WILLIAM GOODELL

TWENTY-NINTH

ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

TOGETHER WITH THE

TWENTY-NINTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

BOSTON:

WRIGHT & POTTER, STATE PRINTERS,
No. 4 SPRING LANE.

1866.

MASS 1883
JAN 10 1883
LIBRARY

CONTENTS.

	Page.
I. REPORT OF THE BOARD OF EDUCATION,	5
II. REPORT OF THE VISITORS OF THE NORMAL SCHOOL AT FRAMINGHAM, . .	22
III. REPORT OF THE VISITORS OF THE NORMAL SCHOOL AT WESTFIELD, . .	26
IV. REPORT OF THE VISITORS OF THE NORMAL SCHOOL AT BRIDGEWATER, . .	30
V. REPORT OF THE VISITORS OF THE NORMAL SCHOOL AT SALEM,	33
VI. REPORT OF THE TREASURER OF THE BOARD,	38
VII. REPORT OF THE SECRETARY OF THE BOARD,	44
VIII. ABSTRACT OF SCHOOL COMMITTEES' REPORTS,	1

APPENDIX.

IX. ABSTRACT OF SCHOOL RETURNS,	ii
Returns of Schools in State Institutions,	xlii
Graduated Tables, (First Series,)	xliii-lxii
Graduated Tables, (Second Series,)	lxiii-lxxiii
Graduated Tables, (Third Series,)	lxxv-lxxxv
X. INDEX,	lxxxvii

ANNUAL REPORT.

The Board of Education, in conformity with the statutes of the Commonwealth, beg leave to submit to the Legislature their Twenty-Ninth Annual Report.

It is provided by law that the Annual Report of the Board, to be laid before the Legislature, in January, shall contain, first, a printed abstract of the school returns received by their Secretary, and, second, a detailed report of all their doings, with such observations as their experience and reflection may suggest, upon the condition and efficiency of our system of popular education, and the most practical means of improving and extending it.

The required Abstract is herewith submitted, in its usual form, comprising a great mass of interesting and highly important information. The statistical portion, which has been prepared under the faithful and trustworthy superintendence of the Assistant-Secretary, is a storehouse of accurate and reliable facts, arranged in convenient tabular form; and showing, as far as figures can show, both the actual and relative condition of the schools, in every town in the State. Here the mirror of truth is held up to every city and town in the Commonwealth, with inexorable impartiality, reflecting with equal distinctness their merits and shortcomings. Here is exhibited the authentic record of the number of children to be educated, and the liberality of the provision made in each municipality for this object. And while these tabulated returns enable the School Committees and inhabitants of all the towns to mark, from year to year their comparative rank and standing, they also serve an important purpose in affording the Legislature direct and authentic information, as a basis for their action concerning educational interests. The beneficial effect of this description of tables, during the last

thirty years, in bringing up indifferent towns to the proper performance of their duty, cannot well be over-estimated. Mr. Boutwell, in his last report, as Secretary, said, in connection with this subject: "It is safe to say that these returns have done more to increase appropriations and improve the attendance of children than any other agency of general application."

The other portion of the Abstract, accompanying this Report, which is made up of selections from the School Committees' reports, has been prepared by the Secretary, with much labor and excellent judgment. These extracts from the town reports present a species of information which statistics cannot show. They contain statements respecting improvements and defects in the organization, classification and management of schools, the success or failure of experiments, and the results of methods and systems of instruction, with suggestions as to the proper objects and aims of popular education, and the best means of accomplishing them. By thus collating and condensing the most valuable facts and thoughts received in one year, from all the committees, and sending them out the next year to all the committees, the wisdom of each is made the property of all. Mr. Mann summed up the working of this instrumentality, for collecting and diffusing information, in the following graphic sentence: "The light emanating from each town is thus concentrated in a focus, from which its whole radiance is reflected back to every point, whence any beam of it was originally rayed forth." The wisdom of the legislative provision, adopted a few years ago, requiring all the town reports to be printed, is already manifest in at least two important respects; first, it affords all the inhabitants of each town a better acquaintance with the condition of their own schools; and, second, the reports themselves have been improved in character, in consequence of the greater publicity and permanence which printing has given them.

In submitting the report of their doings for the past year, in the discharge of the great trust committed to their hands, the Board have no transactions of a novel or unusual character to record. Having full confidence in the excellence of the framework of our system of schools, it has been their aim rather to promote a wiser and more efficient administration of its affairs, than to effect any radical changes in its provisions and policy. They have held meetings, both regular and special, as they have

been required, either by their rules or by the exigencies of business, appointed various committees of their body, and assigned to them their appropriate duties, elected their officers, and superintended the several State Normal Schools.

The operations of the Board for the general benefit of the schools of the State are chiefly carried on through a few well established and approved instrumentalities, the most important of which are their officers, namely, the Secretary, the Assistant-Secretary, the Treasurer and the Agent; the State Scholarships, the Teachers' Institutes, and the State Normal Schools; and it is confidently believed that this system of agencies, coöperating harmoniously for the advancement of the educational welfare of the State, has worked during the past year with a high degree of efficiency and success.

The Board have abundant reason to be highly satisfied with the able and faithful services of their Secretary, who has devoted himself with great energy and indefatigable industry to the performance of the duties belonging to his responsible office. His Annual Report, herewith submitted, is commended to the attention of the Legislature, for a detailed statement of the condition and requirements of the educational system. The Assistant-Secretary has continued to fulfil the duties of his office, which include those of State Librarian, with the fidelity and good judgment which have ever characterized his labors. The Treasurer has not only kept the accounts and disbursed the funds of the Board with accuracy and faithfulness, as shown in his report, herewith presented, but he has in other ways, by counsels and by labors, assisted in promoting the objects of the Board, for which service their acknowledgments are due. The Agent has labored among the towns and in the Teachers' Institutes with great earnestness and success, having visited and addressed more than four hundred schools, delivered above two hundred lectures, visited one hundred and one towns, and made one hundred and forty-nine visits to towns. Further reference to the field in which he is engaged will be found in the sequel to this Report.

In the course of the year, seven Teachers' Institutes have been held in different sections of the State. The attendance has been unusually large, indicating an increasing confidence, on the part of teachers, in the value of the advantages which they afford. But while it is gratifying to be enabled to report a large aggregate

of attendance at these assemblies of teachers, the fact should not be overlooked, that it is desirable that a part of them should be held in sections of comparatively sparse population, where the number of teachers who will find it practicable to be present must necessarily be more limited. In this view, respecting the course of policy to be pursued in managing the Institutes, the Secretary fully concurs, and it is his purpose to make the appointments so as to equalize their benefits, as far as possible, among all the towns where they are most needed.

Our four State Normal Schools were, probably, never in a more satisfactory condition than at the present time, whether we consider the number and character of the pupils in attendance, or the quality and amount of the instruction imparted. It is believed that they are every year approaching nearer to the ideal standard of a true Normal School, where the instruction and training are not merely such as are given in a good Academy or High School, but where they are exclusively such as are best adapted for the formation of competent teachers. The Normal School should be preëminently a school of training, of discipline of the mental, moral and physical powers. Learning, copious and exact, is of course essential, and must be insisted on; but discipline should be the principal thing. The teacher who has acquired a high ideal of excellence, and has the power of independent thought, the capacity and habit of examining, and comparing, and deciding for himself, is likely to succeed. These qualities make him suggestive, fruitful of expedients, and capable of adapting himself to circumstances.

In the earlier period of the Normal enterprise, owing to the limited attainments of the pupils who sought its advantages, it was impracticable to pay as much attention as could be desired to those subjects which belong more especially to a professional course of training and study, and constitute the peculiarity of the Normal School, as distinguished from other seminaries of learning—such as school laws, mental philosophy, principles and methods of education, school organization and government, and physical training. But a marked change has taken place in this respect. No one at all acquainted with the present mode of conducting our Normal Schools has occasion to inquire wherein they differ from institutions which are purely scholastic. They are now Normal Schools in fact as well as in theory. Not that

they are without imperfections and shortcomings, as training schools for teachers, but they have certainly attained a high degree of excellence as professional schools, and the Board will spare no pains to raise them to a still higher standard.

The element most needed now to perfect these institutions as seminaries for the professional training of teachers, is an elementary school attached to each, which shall have the twofold character of a model school and an experimental school, or school for practice. The design of the model school, as its name indicates, is to furnish an example of what a school should be in government, instruction, management, accommodations, fixtures, apparatus, and indeed in all respects. By the inspection of such a school the Normal pupils would acquire a better idea of what a school should be, than they could derive either from the descriptions contained in books, or from the lectures of their teachers. An experimental school, or school of practice, has a different object. It is intended to afford teachers in training an opportunity to acquire skill in teaching by actual practice with classes of children as they are found in ordinary schools. To render such practice in the highest degree useful, it is necessary that it should be had under the immediate supervision and guidance of a competent Normal teacher, who is thoroughly versed in the theory and art of teaching. A single school might be made to serve very well both these purposes. Such a school was for several years connected with the Framingham Normal School when it was located at West Newton; and its influence was in the highest degree advantageous. By reference to the Report of the Visitors of the Salem School, it will be seen that the Principal has taken a wise step towards supplying the need of a school for practice. And the Visitors of the Westfield School have stated in their Report their desire to make an arrangement with the School Committee of that town for the use of a graded town school, situated near the Normal School, as a model school. It is the opinion of the Board that these movements are in the right direction, and therefore that they deserve encouragement.

The contemplated revision of the programme of studies, to which reference was made in the Secretary's last report, has been completed, and will go into operation at the beginning of the next term. It will be found appended to this Report.

Owing to the extension of the course of study so as to comprise four terms instead of three, there were no regular classes prepared for graduation at the close of the summer term, except at the Westfield School, where the two years' course had previously been in practical operation. At the close of the present term the first class under the new arrangement will be graduated.

At the close of the summer term, Professor Alpheus Crosby resigned his place as principal of the Salem Normal School, where he had labored with distinguished success for seven years, to engage in a still broader field of humane and patriotic effort. The vacancy thus occasioned was immediately filled by the unanimous election of D. B. Hagar, Esq., of West Roxbury, who is well-known in the State as an accomplished teacher and a prominent educator, and as a gentleman in all respects admirably qualified for the responsible situation.

Three years ago a communication was received from Thomas Lee, Esq., of Boston, through the Treasurer, Dr. Emerson, tendering to the Board the sum of three hundred dollars annually, for the three ensuing years, to be applied to the encouragement of the art of reading in the Normal Schools of the State. This generous offer was gratefully accepted by the Board, and the means thus received have been applied to the object proposed with great fidelity and care by Dr. Emerson, and with highly gratifying results. Such has been the improvement in this important branch of education in consequence of this gift, that the Board feel it to be a duty as well as a pleasure to renew their grateful acknowledgments to the public-spirited donor.

The appropriations for all the Normal Schools during the past year was \$24,000. In addition to this, the usual amount of \$1,000 to each school was appropriated to the aid of pupils. Although the salaries of the teachers were somewhat advanced last year, they are still insufficient for the high grade of service required, and they are actually less in value now than they were five years ago. They are considerably less than are paid to the highest grade of teachers in the Public Schools of the State. The best interests of education in the State require that the compensation of our Normal teachers should be raised the present year, and therefore an increased appropriation will be needed for this purpose.

A detailed account of the operations and the condition of each school will be found in the accompanying reports of the Visitors.

The statistics of admissions, attendance, ages, graduation, and the number receiving State aid, for the past year are as follows :

						Framingham.	Westfield.	Bridgewater.	Salem.	Total.
<i>Admissions.</i>										
First Term.	{	Males,	.	.	.	-	4	7	-	11
		Females,	.	.	.	27	20	22	37	106
		Totals,	.	.	.	27	24	29	37	117
Second Term.	{	Males,	.	.	.	-	1	8	-	9
		Females,	.	.	.	24	23	20	40	107
		Totals,	.	.	.	24	24	28	40	116
<i>Average age on admission.</i>										
Males,	.	.	.	.	.	-	21.7	22.6	-	22.1
Females,	.	.	.	.	.	17.8	18.5	18.7	18.3	18.3
General,	.	.	.	.	.	17.8	18.8	19.7	18.3	18.6
<i>Pupils in attendance.</i>										
First Term.	{	Males,	.	.	.	-	14	19	-	33
		Females,	.	.	.	120	78	58	121	377
		Totals,	.	.	.	120	92	77	121	410
Second Term.	{	Males,	.	.	.	-	12	17	-	29
		Females,	.	.	.	117	89	60	124	390
		Totals,	.	.	.	117	101	87	124	419
For the year.	{	Males,	.	.	.	-	15	29	-	44
		Females,	.	.	.	118	101	93	164	476
		Totals,	.	.	.	118	116	122	164	520
<i>Had previously taught.</i>										
Males,	.	.	.	.	.	-	1	11	-	12
Females,	.	.	.	.	.	31	13	27	14	85
Totals,	.	.	.	.	.	31	14	38	14	97
<i>Graduated during the year.</i>										
February,	{	Males,	.	.	.	-	3	2	-	5
		Females,	.	.	.	22	5	11	20	58
		Totals,	.	.	.	22	8	13	20	63
July,	{	Males,	.	.	.	-	3	2	-	5
		Females,	.	.	.	16	16	7	2	41
		Totals,	.	.	.	16	19	9	2	46
<i>Pupils receiving aid.</i>										
Males,	.	.	.	.	.	-	11	1	-	12
Females,	.	.	.	.	.	57	71	16	44	188
Totals,	.	.	.	.	.	57	82	17	44	200

The State and County Teachers' Associations are deemed valuable auxiliaries in advancing the cause of education. They have stimulated teachers to greater exertions for self-improvement; they have diffused just views as to the duties, the position, the requisite qualifications and the proper compensation of teachers; they have disseminated much valuable information concerning school economy, methods of teaching and the legitimate objects and aims of discipline and instruction; and they have done much to awaken and keep alive in the community a sense of the value and importance of an efficient system of free schools. It is, therefore, considered a wise provision of legislation whereby aid is afforded these associations by the State. The modification of the statute respecting county associations, so as to permit them to hold only one meeting instead of two each year, and still receive State aid, is likely to operate very beneficially. This change enabled the county associations to discontinue their autumnal meeting, last year, and to unite in the meeting of the State Association, which was held in October. The result of this first experiment under the new arrangement was a meeting of the latter body of extraordinary attendance and interest. More than twenty-five hundred teachers of Public Schools were present. At the annual meetings of the Board, either one of the members, the Secretary, Treasurer or Agent, has been designated as a delegate to attend the meeting of each of these Associations, held in accordance with the provisions of law.

The Massachusetts Teacher, a first-class educational magazine, is edited and published under the auspices of the State Teachers' Association. A copy of this publication is sent, at the expense of the State, to the chairman of the School Committee of each town, and it is believed that it would be a wise expenditure of money to enlarge the appropriation for this object so as to send a copy to each member of the School Committee in every town and city in the Commonwealth.

The foregoing observations are all that the Board have to offer at this time in connection with their own immediate sphere of operations. As the result of a general survey of our noble system of public education it is with satisfaction that the Board are enabled to record a continuous and steady, if not a rapid course of improvement. There is good reason to believe that it has never, in any previous

period, been in a better condition, and that its inestimable value as a means of individual and social well-being has never before been more highly appreciated by the people than at this time. That we can say this at the termination of a four years' war of gigantic proportions, involving the issue of life or death to the nation, is a signal proof of the special favor of Providence which demands our profoundest gratitude.

Attention is invited to the following leading items of statistical information for the year 1864-5, namely:—the attendance of pupils, the number and compensation of teachers, the average length of schools, and the amount raised by taxation for their support.

Number of Public Schools,	4,749
Increase for the year,	74
Number of persons in the State between five and fifteen years of age, May 1, 1864,	247,275
Increase for the year,	5,631
Number of scholars of all ages in all the Public Schools—	
In Summer,	223,297
Decrease for the year,	660
In Winter,	229,514
Increase for the year,	3,169
Number of different persons employed as teachers in Public Schools during the year:—males, 1,072; females, 6,295; total,	7,367
Decrease of males, 138; increase of females, 153. Total increase,	15
Average length of Public Schools,	7 mo. 17 days.
Decrease for the year to each School,	2 days.
Average wages of male teachers per month,	\$54 77
Increase for the year,	\$7 99
Average wages of female teachers per month,	\$21 82
Increase for the year,	\$2 45
Amount raised by taxes for the support of Public Schools, including only wages, board, fuel, care of fires and school-rooms,	\$1,782,624 62
Increase for the year,	\$246,310 31
Average expenditure for each person between five and fifteen years of age,	\$7 23
Increase for the year,	\$0 85

It appears from the foregoing exhibit that, although there was a slight falling off in attendance for the summer, if we take both summer and winter together, there is a very marked increase. We find that there is a diminution in the average length of schools of a small fraction, and yet it exceeds the legal requirement by nearly two months, or thirty-three per cent. The amount expended for each person of school age, was *seven dollars and twenty-three cents*, an increase of eighty-five cents, whereas the law required only one dollar and fifty cents per scholar. But the most striking fact in this brief summary is the increase in the amount raised by taxes for the support of schools, which reached the unprecedented sum of \$246,310.31. This is more than double the increase of any preceding year. To enable us duly to appreciate the significance of this fact, it is necessary to remember that it took place while the end of the great struggle, with its burdens and distractions, was yet unseen, and when not a few believed the nation to stand on the precipice of general bankruptcy. Thus it appears that in the essential provisions for the education of the children of the State, the generous public spirit of the people continues to move forward far in advance of the requirements of the law.

Some observations on the means of improving and extending our system of Public Schools will conclude what the Board have to present at this time. In the fourth section of the thirty-ninth chapter of the General Statutes, it is made the duty of every town divided into districts, to vote at the next annual town meeting, namely in 1866, upon the question of abolishing such districts. It is earnestly hoped that when this vote comes to be taken, it will result in the total abolition of this cumbrous and unwieldy district system, which has so long clogged the progress of educational improvement in the towns where it has been suffered to remain. Reason and fact alike condemn it as a fruitful source of inconveniences and evils. It perpetuates poor school-houses, inefficient teachers, and neighborhood feuds and jealousies. It prevents the equalization of school advantages, and stands in the way of a proper classification of pupils. As compared with the town system, it is at once expensive and inefficient. For these and other reasons, the highest authorities in educational economy agree in pronouncing an emphatic verdict against it. Horace Mann, at the close of his long term of service as Secretary, said

of it: "I consider the law of 1789, authorizing towns to divide themselves into districts, the most unfortunate law, on the subject of Common Schools, ever enacted in the State." His successors have been no less decided in pronouncing it a deleterious element of the system. Dr. Sears, who devoted the greater part of an able report to the exposition of its evils, said: "The division of a town into independent districts is a great sacrifice of economy, for which no equivalent is received." Mr. Boutwell, with great earnestness, on all proper occasions, urged its discontinuance, and in his last report, he said: "I trust that the day will again and speedily be seen when every town will, in its municipal capacity, manage its schools and equalize the expenses of education." The present Secretary has demonstrated by the most convincing proof, the necessity of doing away with it. After years of experience and observation as pupil, teacher, a member of the school committee in city and country, and as Secretary of the Board, he says: "I honestly and most firmly believe that the sub-division of the towns into numerous, and in the majority of cases, small districts, presents the most formidable obstacle to any considerable improvement in their schools." Thus reason has arraigned it, fact has given evidence against it, argument has convicted it, experience has pronounced judgment upon it, and it only remains for the intelligent citizens, at the time appointed, by their votes, to put an end to its existence.

On the first of January, 1865, the Massachusetts school fund was valued at \$1,936,127.18; it has now reached the sum of \$2,000,000. The income for the last year, ending June 30, 1865, was \$121,786.03. It is provided that this income should be divided into moieties, one-half being distributed among the cities and towns in proportion to the number of children in each, between five and fifteen years of age. The amount thus apportioned, and payable July 10, 1865, was \$60,720.27. Of the other moiety, which is chargeable with the general educational expenditures, the sum of \$51,832.95 was appropriated to the usual objects, including the support of Normal Schools, aid to Normal Pupils, State Scholarships, salaries of the Officers of the Board, Teachers' Institutes, Teachers' Associations, the *Massachusetts Teacher*, and the printing and distribution of documents. An unexpended balance of this moiety, amounting to \$8,982.45, was added to the capital of the fund.

The establishment of this fund, thirty-one years ago, has been justly regarded as one of the most important educational measures ever adopted by the government of the Commonwealth. That it has been one of the most powerful instrumentalities in reforming and elevating the character of our schools there can be no question. It has been the means of securing from all the cities and towns the accurate and complete returns and reports, the great utility of which has already been noticed. It has been the means of securing obedience to important legislative requirements for the benefit of education, especially those respecting the length of schools, and the amount per scholar, to be raised by taxes; and while it has not been a substitute for local taxation, it has operated as a powerful agent in increasing it. And besides, it has afforded the means of defraying the expenses of all the institutions and agencies immediately under the supervision of the Board, and intended for the general benefit of the State.

By the Act establishing the fund it was limited to one million dollars. In 1851, the maximum was raised to one million five hundred thousand dollars. Again, in 1854, when the fund was re-organized, the maximum was carried up to two millions. In the twenty-second Annual Report of the Secretary of the Board, the expediency of extending it to three millions was earnestly advocated, and accordingly, in 1859, ample provision was made for its increase out of the proceeds of the sales of the Back Bay lands. One year ago, however, when it seemed probable that the fund would speedily grow to the proposed amount, the Legislature saw fit to make other disposition of the means which had been set apart and pledged for this most desirable object. The Board cannot but deeply regret that this action should have been deemed necessary for the public interest; but as it was taken to meet the exigencies of the war, which was then severely taxing the resources of the people, it is hoped that the auspicious return of peace and prosperity will be followed by the adoption of measures for redeeming the pledge given in the Act of 1859, that the school fund should be raised to a much higher amount than it has yet reached.

In chapter thirty-fourth, section ninth, of the General Statutes, it is provided that the Board of Education may appoint one or more agents to visit the several towns and cities for the purpose of inquiring into the condition of the schools, conferring with teachers and committees, lecturing upon subjects connected with

●

education, and in general, of giving and receiving information upon subjects connected with education, in the same manner as the Secretary might do if he were present.

When the first appropriation was made by the legislature to defray the expenses of this description of service, as long ago as 1850, six agents were employed simultaneously, for a part of the year. Subsequently the plan was adopted of keeping two agents in the field during the whole year, one of whom should be especially qualified to visit schools, and give advice to teachers and committees in respect to the practical details of school management and instruction, and the other, a gentleman of popular eloquence and experience in public affairs, who would be expected to devote himself more particularly to the delivery of lectures and addresses, with a view to reach and move the hearts of the people in reference to educational interests. This policy was pursued for about ten years, with signal advantage. In 1860 the usual appropriation was not made for this branch of service, and consequently, the agency was suspended for a few months. During the past five years, the Board has appointed but one agent, whose labors in this inviting field have been both abundant and acceptable. This agency has at length come to be regarded not only as a useful instrumentality, but as an indispensable one. The experience of fifteen years has clearly proved that the expenditures for this purpose have yielded the most ample returns. But it is impossible for a single agent to do all the work that is needed in this useful department of service. The arduous efforts of the present agent have not enabled him to visit all the towns in five years, besides attending to the other duties assigned him; whereas, in order to accomplish fully the objects of the agency, it is desirable that each town should receive at least one visit in each year.

By the Act of March 17, 1864, it is provided that the agent or *agents* of the Board shall receive annually a certain fixed sum, and that if more than one agent shall be employed, the said sum shall be in full for the compensation of all such agents. This Act is in accordance with the provision of the General Statutes, authorizing the Board to appoint "one or more agents," for a longer or shorter period, and to determine their compensation, within the prescribed limit. It is evident that the appropriation required by these provisions should be made for the salary of "the *agent or agents* of the Board." Last year, however, it was made

for the salary of "*the agent* of the Board," thus restricting the Board to the employment of a single agent. It is therefore respectfully suggested that, in future, the terms of the appropriation bill be made to conform to the language of the General Statutes.

The last Report of the Secretary contained an important recommendation, respecting the conditions on which the income of the school fund should be apportioned and distributed to the cities and towns. The additional requirements proposed were, in substance, that there shall be raised by taxation for the support of schools three dollars for each person of legal school age, instead of one dollar and fifty cents, as heretofore required, and that the provisions of the statutes relating to length of schools and the maintenance of High Schools, shall be faithfully complied with. The prompt action of the Legislature in embodying this important recommendation in the Act of the 11th of April, 1865, meets with the cordial approbation of the Board. It is confidently believed that this provision will prove highly beneficial to the interests of our system of education, especially in securing the establishment and maintenance of High Schools in those towns which have hitherto been delinquent in this respect.

The schools in many towns are still destitute of anything like an adequate supply of the necessary aids to instruction, such as blackboards, maps, globes, charts, books of reference, philosophical apparatus, and collections of specimens and materials suitable for the illustration of object lessons. The Agent of the Board, in his last Report, says: "In school apparatus I have observed no marked advance during the year, except in the purchase of the excellent mural maps of Professor Guyot, which have been extensively introduced into the schools." This deficiency of the requisite appliances for the illustration of the studies taught in the schools, is a great hindrance to progress, and it ought to be speedily supplied in every town. To accomplish this desirable object, it is only necessary for the School Committees to exercise the authority given them in the fourth section of the thirty-sixth chapter of the General Statutes, to appropriate to this purpose, from the income of the school fund received by their respective towns, any sum not exceeding twenty-five per cent. of the same. It is earnestly hoped that School Committees will avail themselves of the power thus placed in their hands to

furnish the schools under their charge with the needed books and apparatus.

One of the surest signs of the condition of education in any community is the estimation in which the profession of teaching is held. Where low views of education prevail, the teacher is valued at a low rate, and his services are poorly paid. On the other hand, where elevated and enlarged ideas of the nature and ends of wise education are entertained, the true dignity of the profession is appreciated, and the importance of securing to it the highest talent and accomplishments is practically acknowledged by providing the requisite means for the attainment of the end in view. Measured by this standard, our progress as a State, it must be confessed, has not been so satisfactory as could be desired. By a comparison of statistics it appears that in the course of twenty years the average wages of teachers, male and female, in this Commonwealth, have been advanced nominally about fifty per cent. If, in the meantime, the average wealth of the State *per capita* had remained stationary, and if the wages of labor, in general, had not been raised, this increase might justly be regarded as a gratifying proof of progress. But the facts in the case will scarcely justify such a conclusion. Within the period named, such has been the increase in the valuation that the ratio of taxable property to population has been doubled, so that in reality the compensation of teachers has not kept pace with our growth in material wealth. That the wages of labor, of every other description, whether skilled or unskilled, professional or industrial, have risen more than fifty per cent., does not admit of question. The wages of male teachers average fifty-four dollars and seventy-seven cents per month. This rate does not exceed that paid to an ordinary journeyman mechanic. The six thousand two hundred and ninety-five female teachers receive an average of twenty-one dollars and eighty-two cents per month. It is more than probable that an equal number of females could be found in the State who are engaged in industrial occupations at a higher average rate of wages.

These facts demand the serious consideration of the friends of popular education. Without good teaching a school is but a name. But good teaching can be had only from men and women of high ability and ripe culture, and to suppose that such men and women can be attracted to the laborious profession of teaching

without adequate compensation is a fatal delusion. Poor schools can be had cheap, but good schools will always be costly ; and if the character of our Public Schools is to be elevated and improved, if they are to be kept up to the standard of excellence required by an advancing civilization, affording competent instruction to every child, it is absolutely essential that the compensation of teachers should be raised in proportion to the general increase of wealth in the community. Teachers will correspond in their character and qualifications to the demands of public sentiment as expressed in the rate of salaries paid. The demand creates the supply. If there is a real demand for gifted men and women, qualified by their intelligence and moral power to do the great work of education as patriotism and religion would wish it done, such men and women will not only be liberally paid, but they will receive other proofs of the consideration in which they are held, and thus they will be secured and retained in the profession. But while so many paths to wealth and promotion are open, while talent is invited through so many broad avenues to emolument and distinction, it is unreasonable, it is preposterous, to expect that superior persons—and only such can be good teachers—can, in sufficient numbers for the wants of the present time, be won to the arduous and responsible office of teaching without stronger inducements than have yet been offered. As to the pecuniary ability of the Commonwealth to pay the teachers of her children, it is sufficient to state that at present only about one mill and a half on a dollar of valuation is appropriated to this object, and in the most wealthy cities the ratio even falls below this small fraction.

In conclusion, the Board would express their deep conviction of the importance of moving forward in the path of improvement. The benefits which the people of this Commonwealth have derived from their system of free schools, during the lapse of two centuries, cannot well be overrated. It has been the spring alike of their material prosperity and of their social happiness and well-being. By communicating to the whole mass of the people a high average degree of intelligence, thus making them industrious, thrifty, ingenious and thoughtful, it has achieved the boast of the Grecian statesman, that he knew how to make a small State a great one, and given us a name and a praise in the

land. How is this pre-eminence to be maintained, but by *pursuing* the policy which has raised us up to it? If we would lead the van in the march of civilization, we must find our means in an improved culture and a better knowledge. It is clearly not the part of wisdom to repose with satisfaction upon what has been already accomplished, rather than to look forward to the future that may be reached. So far from resting in the belief that we have attained perfection in the means and results of mental and moral culture, we should look upon what has been done as only a preparation for infinitely higher achievements. We should never be satisfied that there has been enough done to elevate man, nor presume to set bounds to the progress of education. By more liberal provision for popular and higher education, such provision as could easily be made, and by the application of better methods, the productive capacity of the people might be doubled, to say nothing of the higher and nobler results of spiritual culture which would be realized. And we have reason to rejoice in the abundant and gratifying evidence afforded by the information now submitted that public opinion is sound in reference to the policy of educational advancement, that our enviable reputation as an educating State will be sustained, and that the wisdom of the Legislature and the intelligence of the people will continue to carry forward the cause of Popular Education, so that it shall be in the future, as it has been in the past, the pride and strength of the Commonwealth.

JOHN A. ANDREW, *ex-officio*.

JOEL HAYDEN, *ex-officio*.

JOHN D. PHILBRICK.

DAVID H. MASON.

JAMES FREEMAN CLARKE.

JOHN P. MARSHALL.

ABNER J. PHIPPS.

WILLIAM RICE.

EMORY WASHBURN.

SAMUEL T. SEELYE.

Report of the Visitors of the Framingham Normal School.

The statistics of this school for the year 1865 are as follows :—

The number of different pupils during the year,	. . .	170
“ “ now belonging to the school,	. . .	128
“ “ of graduates,	. . . . .	38

The average age of advanced class,	. . .	19 $\frac{1}{4}$ years.
“ “ first “	. . .	18 “
“ “ second “	. . .	18 $\frac{1}{8}$ “
“ “ third “	. . .	17 $\frac{2}{3}$ “
“ “ fourth “	. . .	18 “

The number of Countries represented,	. . . . .	2
“ “ States “	. . . . .	7
“ “ Counties in this State represented,	. . .	11

From Middlesex County, 69. Framingham, 24; Lexington, 1; Somerville, 1; Lowell, 2; Newton, 5; Charlestown, 1; Concord, 4; Watertown, 1; Ashland, 5; Wayland, 1; Holliston, 5; Natick, 2; Bedford, 1; Marlborough, 8; Acton, 3; Weston, 1; Sudbury, 2; Hopkinton, 2.

From Suffolk County, 5. Boston, 4; Chelsea, 1.

From Worcester County, 31. Worcester, 6; Clinton, 1; Fitchburg, 3; Millbury, 1; Northborough, 3; Shrewsbury, 2; Westborough, 2; Southborough, 1; Northbridge, 1; Grafton, 1; Blackstone, 1; Boylston, 1; Milford, 2; Sturbridge, 1; Hubbardston, 1; Brookfield, 1; Bolton, 1; Petersham, 1; Uxbridge, 1.

From Hampshire County, 3. Prescott, 1; Holyoke, 2.

From Franklin County, 1. Orange, 1.

From Essex County, 2. Manchester, 1; Haverhill, 1.

From Norfolk County, 9. Medfield, 1; Wrentham, 1; Jamaica Plain, 1; Braintree, 2; Wellesley, 3; Milton, 1.

From Bristol County, 1. Attleborough, 1.

From Plymouth County, 4. Plymouth, 2; Abington, 1; Halifax, 1.

From Barnstable County, 1. Provincetown, 1.

From Berkshire County, 1. Richmond, 1.

The occupation of the parents :—Farmers, 48; architect, 1;

physicians, 7 ; mechanics, 7 ; broker, 1 ; lawyer, 1 ; Custom House officer, 1 ; register of deeds, 1 ; grocer, 1 ; merchants, 17 ; missionary, 1 ; boot and shoe makers, 6 ; foreman in a factory, 1 ; druggists, 2 ; clergymen, 4 ; carriage-smith, 1 ; carpenters, 4 ; rigger, 1 ; hotel keeper, 1 ; insurance agents, 2 ; cashier, 1 ; express agent, 1 ; pencil maker, 1 ; sugar planter, 1 ; harness maker, 1 ; lumber dealers, 2 ; manufacturers, 4 ; clerks, 2 ; oyster dealer, 1 ; milliner, 1 ; postmasters, 2 ; collector, 1 ; sergeant-at-arms, 1 ; captain U. S. army, 1 ; sea captains, 2 ; tailor, 1 ; ship owner, 1 ; editor, 1.

On account of protracted ill health, Mr. Bigelow, the Principal, asked for leave of absence at the close of the summer term, and during the last four months he has been travelling in Europe.

The immediate charge of the internal management of the school, in the meantime, has been intrusted to Miss Annie E. Johnson, one of the assistant teachers ; we are happy to say that she has in all respects acquitted herself admirably, proving conclusively that the processes of instruction in our Normal Schools can be conducted by females with perfect success.

The general correspondence and business of the school have been in the care of Miss Nancy J. Bigelow, another of the assistant teachers, whose good judgment, great experience, and devotion to duty have been invaluable.

The absence of the Principal for so long a time, and the large number of pupils, have made it necessary to employ two additional teachers during the present term. We were fortunate in selecting Miss Gertrude E. French and Miss Fanny Whitcomb, two of our graduates in the last advanced class.

The Visitors take great pleasure in commending the present corps of teachers. They have done everything which could be done during the past year to make the school useful and prosperous. And they desire to express also to President Hill, of Harvard University, and Professor W. P. Atkinson, and Dr. George B. Emerson, the sense of obligation which they feel in behalf of the school, for valuable and interesting lectures gratuitously delivered to its teachers and pupils during the current term. It was a graceful and gratifying expression, on the part of these distinguished educators, of the interest they feel in the object and purposes of the school.

Its graduates have readily found employment, and in almost

every instance have proved to be successful teachers. We are entirely satisfied that females should be generally employed to instruct both in our Public and Normal Schools; not so much from motives of economy as because of their peculiar fitness for this service. When fully qualified, they carry equal ability, and a more ready tact and sympathy into the great work of instructing youth, and we sincerely hope that this Board will urge this truth more earnestly upon the people of the Commonwealth. Almost all the schools throughout the State can then be continued through the year, affording to children largely increased opportunities for education, and to our enterprising young women an honorable and remunerative occupation.

We desire, however, to say that the great difference in the compensation of our male and female teachers is now unreasonable and unjust. The teachers in this school do not receive salaries sufficient for their comfortable maintenance. To ask and expect them to render such valuable services for the bare means of subsistence is unreasonable. From the appropriation assigned us we cannot afford our assistant teachers salaries equal to what is paid in many of the Public Schools of the State, while we require of them the highest qualifications, and the most arduous and constant labor. We cannot afford to lose them, and we cannot expect them to remain. They now perform the same services at less than half the price paid to the male assistants in other Normal Schools. It is our deliberate conviction that this disparity is without justification.

The experience of another year has strengthened the belief we have often expressed, that the great defect in our system of education is the introduction of too many studies into our Public Schools. We entice the pupils to higher and more attractive studies; but they do not obtain that thorough knowledge of the elementary branches which is the only sure foundation of true learning and culture. The period devoted to school education is much too short, and hardly sufficient for the mastery of those common elementary branches absolutely necessary for the ordinary business of life. We pretend to educate the people, and not the privileged classes of the people. Our Common Schools are intended to meet the wants of the masses, and not of the students of universities. We seek to elevate the race, and not to prepare a few for position in life above others of the race. Whether his aim be high or low

the pupil must walk the same pathway through the elementary branches of education, and if he stops then he is ordinarily prepared for the common business of life. If he can go beyond, and through college or the university into the learned professions, so much of his necessary progress is already secured, and the Public School becomes an aid of the university. If the pupil has a determination for further culture, without the means of reaching a university education, the elementary branches having been well mastered in the Public Schools, he can go on alone through a life of study to the highest literary attainments.

It is our business to prepare teachers for the Public Schools, and it has been our object, as far as possible, to encourage that thorough preparation in elementary branches without which we believe no teacher is fit for the duties of the school-room.

The Framingham Normal School has enjoyed a good degree of prosperity for the past few years. The school building is now too small to accommodate the number of pupils we have, and we can make no provision for the increased number of future applicants; unless some change is made in the building or in the school, many young ladies must be rejected for want of accommodations.

We respectfully call the attention of the Board to this difficulty.

During the whole period of our great national struggle there has been no diminution of educational enterprise, and the wants of our own communities have called for all the teachers we could supply. The blessed return of peace will open the doors to other communities, and another people whose great necessities must also be supplied from the New England schools. It is no time to hesitate or delay, for only by the widest diffusion of knowledge through established systems of public instruction over the whole country can we hope to gather in and secure the full harvest of blessings which our costly sacrifices have so well earned.

D. H. MASON,
EMORY WASHBURN,
Visitors.

Report of the Visitors of the Westfield Normal School.

The Visitors of the Westfield Normal School would respectfully report, that its condition during the last year has been highly satisfactory. The number of pupils has been large, and the accomplished Principal, and his efficient and faithful assistants, have given new evidence of their fidelity and zeal, in the number of well trained teachers they have sent out into the schools of the Commonwealth. The supply, however, by no means equals the demand. The Principal of the school has not been able to furnish one-tenth, even, of the number of teachers for which application has been made. It is a noticeable fact that an increasing number of these applications come from Grammar and High Schools. This shows that the community is learning to appreciate the value of the Normal training, in preparation for the more advanced, as well as for the primary departments of the Common School system. It is hoped that the number of students may be greatly increased, in order to supply in some degree this large and increasing demand.

The statistics of the school are as follows, viz:—

The number admitted to the school the past year is—

Ladies,	43	
Gentlemen,	5	
Total,	—	48

Average age of those admitted—

Ladies,	18.5 yrs.
Gentlemen,	21.9 “
General average,	18.10 “

Number who taught before entering—

Ladies,	13	
Gentlemen,	1	
Total,	—	14

Number in attendance—

Ladies,	101	
Gentlemen,	15	
Total,	—	116

Number of graduates during the year —

Ladies,	21	
Gentlemen,	6	
Total,	—	27

Number who received aid from the State —

Ladies,	71	
Gentlemen,	11	
Total,	—	82

Number of different pupils during the year, 116

Of those in attendance —

Hampden County furnished,	31	
Berkshire,	25	
Worcester,	7	
Suffolk,	3	
New York,	3	
Connecticut,	4	
Hampshire,	14	
Middlesex,	3	
Norfolk,	1	
Vermont,	1	
New Jersey,	1	
Franklin,	13	
Essex,	3	
New Hampshire,	5	
Maine,	1	
Pennsylvania,	1	
Total,	—	116

Occupation of Parents.—Farmers, 62; mechanics, 10; clergymen, 7; merchants, 7; manufacturers, 5; physicians, 4; lecturers, 2; clerks, 2; lawyer, 1; news-agent, 1; trial justice, 1; stage-proprietor, 1; stone contractor, 1; overseer, 1; lumber-dealer, 1; land-agent, 1; nursery-man, 1; member of Congress, 1; superintendent of railroad, 1. Total, 116.

The Board of Instruction remains the same as last year, viz.:—J. W. Dickinson, A. M., Principal; J. C. Greenough, A. B.; J. G. Scott, A. M.; Miss M. Mitchell; Miss A. V. Badger.

Instruction in music has been given by Mr. Scott, and Mrs. Dickinson has been employed a portion of the time to give instruction in drawing.

The teachers have all discharged their duties in a manner worthy of the highest commendation.

The Principal, Mr. Dickinson, has an enthusiastic appreciation of the importance of those philosophical principles which underlie the whole system of education, and all the assistant teachers enter thoroughly and heartily into his views and plans. Hence the whole course of instruction in the school is harmoniously adjusted to form one thoroughly consistent system. It is worthy of mention that the instruction in the regular studies this year has all been given by the teachers themselves, as there have been no lectures by other parties, except an interesting and valuable course on "Civil Polity," by the Secretary of the Board of Education.

Valuable additions have been made to the libraries and cabinets.

The Adams Library now contains more than one thousand volumes, and is increasing constantly though slowly. The textbook and reference libraries, though not extensive, contain a good selection of the works most essential for the uses of the students.

The collections in natural history are rapidly increasing, and already furnish valuable aid in that department of study.

Special attention is called to the energetic and successful efforts of Mr. Scott for the enlargement of the zoölogical cabinet.

Contributions to the libraries and cabinets have been made by the following persons, viz.:—H. N. Carter, Esq., and Hon. H. L. Dawes of Washington, D. C.; Rev. Dr. Davis, John Reed, Mrs. J. Knapp, Mrs. Packard, Daniel Jeffers, Mr. Hazleton, James Lewis, A. Williston, Mr. Cadwell, Miss S. Ashley, W. H. Foote, J. W. Dickinson, and Miss J. E. Granger, of Westfield; Rev. S. B. Merrill, chaplain of the 49th Regiment U. S. (colored) Infantry; Lieutenants Waterman and Bridgman, of the 37th Massachusetts Regiment; F. A. Holcomb, Granby, Ct.; James Fernald, Jr., of Rockport; E. E. Johnston, of Williamstown; Miss L. H. Shumway, Belchertown; Miss E. S. Pomeroy, Chesterfield; Miss F. J. Parker, Greenwich; Miss C. Searle, Southampton; Miss E. A. Adams, Southwick; F. A. Pike, Florida; J. H. Haldeman, Bainbridge, Penn; G. W. Barber, Orange; H. N. Woods, Rockport;

G. H. Upham, Brimfield ; DeWitt Lambson, Southwick ; and H. H. Scott, of Salem, N. H.

Albert G. Hedge, Esq., has just donated a fine collection of pressed plants, from Colorado.

We desire to present our thanks to these contributors for their generous gifts.

The efficiency of this school would be much increased by the establishment of a Model School, where the pupils might see the Normal methods of instruction practically applied. This would give them a more intelligent comprehension of those methods, changing a mere abstraction into a concrete fact. It would also increase their confidence, and prepare them to use the Normal system more thoroughly in the schools over which they should have charge. Another advantage of this measure would be to diffuse a knowledge and appreciation of the system in the community at large. This measure can be adopted with the utmost convenience, and at very small expense. The town school committee will place under the control of the Board of Visitors and Principal of the Normal School, a graded school, with primary, intermediate, and grammar departments, on condition that the State employ a male principal to superintend it. The graduating class in the Normal School can then have the opportunity to study the practical working of the system in which they are trained. It is hoped that the means may be furnished for immediately putting in practice a scheme so full of promise.

The want of a new fence, to which the attention of the Board was called in our last report, has become an absolute necessity which cannot longer be overlooked. The old fence is now a ruin, and must be replaced as soon as the season will allow.

The Visitors would recommend that an appropriation be requested sufficiently large to provide for the erection of a new fence, which shall be at once elegant, substantial, and permanent.

WM. RICE,
S. T. SEELYE,
Visitors.

Report of the Board of Visitors of the Bridgewater School.

The school at Bridgewater has been as successful and prosperous this last year, as in any previous one.

The same board of teachers is continued. In the opinion of the Visitors, the character and standing of this school is improving steadily. More remote from the usual lines of travel than the other schools, and therefore less frequently visited, and consequently attracting less notice, yet we cannot doubt the steady and sober good which continually comes from this school to the ancient part of the State where it is located, and we invoke for it the same interest and cherishing influences as for the others.

The statistics of the year are as follows:—

	Males.	Females.	Total.
Number admitted in March,	7	22	29
“ “ in September,	8	20	28
“ “ during the year,	15	42	57
“ in attendance Spring and Summer term,	19	58	77
“ “ “ Fall and Winter Term,	17	63	80
“ of different pupils for the year,	29	93	122
“ who had previously taught,	11	27	38
“ of graduates in February,	2	11	13
“ “ “ in July,	2	7	9
“ “ “ during the year,	4	18	22
“ “ “ since commencement of school,	—	—	956
“ “ “ adm'ted since commenc't of school,	—	—	1,499

Average age on admission, 22.6 yrs. 18.7 yrs. 19.7 yrs.

In consequence of the recent change from a course of study extending through three terms, to one embracing four terms, there was but one class to graduate this year, part of whom graduated in February, and the remainder in July.

The pupils admitted during the year have come from the following places:— West Bridgewater, 7; East Bridgewater, 4; Bridgewater, 4; Easton, 3; Fall River, Falmouth, Canton, Reading, 2 each; Abington, Braintree, Chicopee Falls, Cohasset, Freetown, Foxborough, Groton, Kingston, Lawrence, Marion, Middleborough, Nantucket, New Bedford, Norton, Plymouth,

Plympton, Quincy, Sandwich, Southborough, Stoughton, Wareham, Weymouth, Worcester, 1 each ; Cincinnati, (O.) ; Clifton and Kellysville, (Penn.) Grafton and Vergennes, (Vt.) Rochester, (N.H.) Springfield, (Ill.) and Tiverton, (R.I.) 1 each.

The occupations of their fathers have been stated as follows :—farmers, 24 ; mechanics, 9 ; shoemakers, 5 ; mill agents, 3 ; traders, 2 ; clergymen, 2 ; builder, butcher, glue manufacturer, machinist, moulder, printer, physician, shoe-cutter, sailmaker, teacher, teamster, 1 each.

There has been no change in the Board of Instruction during this year. The instructors of the school are Albert G. Boyden, A. M., Principal ; Solon F. Whitney, A. M., Eliza B. Woodward, George H. Martin, and Charlotte A. Comstock, assistants.

Instruction in vocal music has been given by Prof. Hosea E. Holt of Boston ; instruction in drawing by Miss Woodward, and gymnastic exercises have been daily practised under the direction of Mr. Whitney and Mr. Martin.

A series of excellent lectures has been delivered during the year, by Hon. Joseph White, Secretary of the Board of Education, upon the Civil Polity of this Commonwealth ; and by George B. Emerson, LL. D., Treasurer of the Board, upon Reading, and the Uses of the Vegetable World ; also, a valuable course of lectures on Geology and Zoölogy, by Professor Sanborn Tenney, of Cambridge.

More applications for teachers have been received the past year than in any preceding year. Many more have been received than could be filled, affording gratifying evidence of the confidence of the community in the graduates of the school.

For contributions to the library and reading room received during the year, the school is under obligations to George B. Emerson, LL. D., for the works of Dickens and Scott, twenty-eight volumes, handsomely bound, and for other contributions ; to Harper & Brothers, for twenty-five volumes, and Ivison, Phinney & Co., of New York ; to Hon. Charles Sumner, and Hon. W. H. Seward, of Washington ; to the Secretary of the Board of Education ; to George D. Ryder, Esq., of West Bridgewater ; to the publishers of the "Monthly Journal," "Religious Magazine,"

The Congregationalist," "Zion's Herald," "Dwight's Journal of Music," "The Orpheus," "Missionary Magazine," and the

“California Teacher;” and to the teachers and several of the past members of the school.

Additions to the library during the year: text-books, 274; books for reference and reading, 65.

A rare collection of zoolites, and other specimens have been added to the cabinet of minerals by the Principal. Through the aid of Professor S. Tenney, of Cambridge, Mr. Martin has also added specimens from different localities.

We would again call the attention of the Board to a pressing want, presented in the last report of the Visitors, which needs to be immediately supplied. An addition to the philosophical and chemical apparatus is very much needed, as well as suitable cases for properly keeping what the school now has, and the additions that may be obtained. The supply of apparatus was limited in amount when purchased, and there has been no additions for twenty years. The want of suitable means of illustrations, which is indispensable to good teaching, is daily felt in this department. To meet this deficiency, a special appropriation of \$500 is needed. It is earnestly hoped that this sum will be appropriated for this purpose the present year.

The following table will show that the number of young men seeking admission to the school, which has been diminished by the repeated calls upon them during the four years of the war is again on the increase, and that notwithstanding the great advance in the cost of living, the number of young women admitted is gradually increasing:—

	Males.	Females.	Total.
Number admitted in 1860,	23	29	52
Number admitted in 1861,	29	35	64
Number admitted in 1862,	26	32	58
Number admitted in 1863,	18	44	62
Number admitted in 1864,	10	30	40
Number admitted in 1865,	15	42	57

Of the classes admitted in the four years commencing with September, 1860, an average of 60 per cent. of the entire number has been graduated.

The Normal Schools of Massachusetts are intended to be model schools. Their object is not to communicate a very varied or high culture, but to teach *teachers*. Therefore, we ought to spend the most time in training our pupils thoroughly in those elementary studies which they are to spend most of their lives in teaching. The great questions to be solved in the interest of Common School education, are: "How can little children be most easily and thoroughly taught how to read, write, and perform the simpler processes of arithmetic?" "How can the love of knowledge be communicated to little children?" "How can a good moral tone be given to a Primary School?" "How can a school be governed with the best mixture of order and freedom, of kindness and firmness?" All the best modes of teaching, be they object-lessons, phonic processes, analysis of sounds, drawing on the blackboard from memory, &c., should be introduced as soon as possible into our Normal Schools. Every new discovery in education should be at once naturalized there. In the Normal School every branch of study should be taught according to the best results of the highest and largest experience.

JAMES FREEMAN CLARKE.
JOHN D. PHILBRICK.

Report of the Visitors of the Salem Normal School.

The statistics of the school for the year are as follows:

1. The whole number of pupils since the opening of the school, Sept. 13, 1854, 919.

2. Class admitted Feb. 22, 1865, 37. Average age when admitted, $17\frac{3}{4}$ years.

Class admitted Sept. 6, 1865, 40. Average age when admitted, $18\frac{4}{5}$ years.

3. Of the pupils admitted in 1865, Salem has sent 13; Lynn, 6; Gloucester and Nahant, 5 each; Beverly, Marblehead and New Bedford, 3 each; Danvers, Lowell, South Danvers and South Reading, 2 each; Acton, Amesbury, Boston, Cohasset, Dennis, Easton, Groton, Lawrence, Lynnfield, Newburyport, North Reading, North Tewksbury, Plymouth, Reading, Rockville, Rowley, Sandwich, Saugus Centre, Swampscott, Tewksbury,

West Chatham, and West Gloucester, 1 each; Ellsworth, Gray and Sedgwick, Me., Durham, Manchester and Mount Vernon, N. H., Philadelphia, Pa., Danville, C. E., and London, Eng., 1 each.

4. The occupation of their fathers have been stated as follows: Carpenters, 9; farmers, 8; merchants and traders, 8; shoemakers, 5; manufacturers, 4; blacksmiths, 3; lawyers, 3; clergymen, 3; sea-captains, 3; mariners, 2; machinists, 2; laborers, 2; provision-dealers, 2; engineers, 2; curriers, 2; cabinet-makers, 2; hatter, harness-maker, shipwright, soldier, clerk in custom house, druggist, watch-maker, expressman, glass-cutter, U. S. assistant assessor, jailer, mason, weaver, baker, clothier, teacher, 1 of each occupation; retired from business, 1.

5. Of the class admitted in February, 8 had previously taught school; and of the class admitted in September, 6; total, 14.

6. Class graduated February 1, 1865, 20. On account of the extension of the course of study there was regularly no graduating class in July; yet diplomas were awarded to two pupils who had completed the course of study. A second degree was conferred upon one pupil in February, and upon one in July.

7. Whole number of graduates of the school, (20 classes,) 383.

8. In January, 1865, 23 pupils received State aid; and in July, 21. Number of different pupils who have received aid during the year, 33. Twenty-two pupils received aid during the year from the Bowditch fund.

9. Number of pupils in attendance the present term: Advanced class, 7; class A, (senior,) 15; class B, 28; class C, 30; class D, 44,—total, 124. Number during the preceding term: Advanced class, 7; class A, 9; class B, 26; class C, 38; class D, 41,—total, 121. Number of different pupils during the two terms, 164.

10. Of the instructors in the school at the time of the last report, the following continue in service: Miss Ellen M. Dodge, Miss Mary E. Webb, Miss Caroline J. Cole, Miss Mary E. Godden and Miss Mary N. Plumer; assistants: and Mr. O. B. Brown, teacher in music.

Several changes in the Board of Instruction have occurred during the past year.

Near the close of the summer term, Professor Alpheus Crosby tendered his resignation. The reasons for this step are best expressed in the language of his letter to the Visitors.

“The critical condition of the country at the present time, and the danger that the rights of the colored people will not be duly regarded in the coming reconstruction, have recently produced in my mind the decided conviction that I ought, for a time, to devote myself to efforts that would not consist with the proper discharge of my duties as Principal of this school.”

It is generally understood that a strong interest in the education of the female sex, and an ardent desire to improve the character of the instruction given in the Public Schools, by furnishing teachers specially trained for the work, were the chief motives that induced Professor Crosby to accept the arduous labors of a public instructor, and thus to devote to the general good those acquirements and that experience which peculiarly fitted him to be a teacher of teachers.

No ordinary inducements, therefore, could, with propriety, be offered him to remain in charge of the school.

The Visitors desire, in this place, to express their deep sense of his eminent services in the Normal School, to whose interests he devoted not only his best efforts, but also a considerable portion of the limited salary received from the State.

The Visitors could not expect to retain the valuable services of Mrs. Crosby after the resignation of her husband. Indeed, her health had become seriously impaired by faithful service as assistant in the Normal School for nearly eleven years, and her physician had prescribed rest from the labor of teaching as indispensable to her recovery.

Both Professor and Mrs. Crosby, therefore, “felt constrained, though with much regret and undiminished attachment to the school and interest in its welfare, to resign their connection with it.”

Miss Josephine A. Ellery, who for several years had rendered efficient service in the department of Reading and Physical Training, desired to devote more time to readings in public than was thought by the Visitors consistent with the interests of the Normal School, and they, therefore, felt obliged to decline her proposition, to teach only a portion of the time in the school.

On account of failing health Miss Mary E. Spofford, another faithful assistant, was compelled to relinquish her connection with the school at the close of the summer term.

Mr. Daniel B. Hagar, A. M., a gentleman whose qualifications are too well known to the Board to require extended remark from the Visitors, succeeded Professor Crosby at the beginning of the fall term. The Visitors believe that in him are combined the scholarship, energy and experience, which will insure the usefulness of the school and maintain the high reputation it has achieved under its former Principal.

The vacancies caused by the resignation of the assistants were filled by the appointment of Miss Ellen A. Chandler, of West Roxbury; Miss Isabel C. Tenney, of West Newton; and Miss Mary E. Nash, of Gray, Me. Miss Chandler and Miss Tenney are graduates of the Normal School at Framingham, and Miss Nash is a graduate of the Normal School at Westfield.

11. The school has derived great pleasure and profit from a course of lectures on English Literature, by Prof. W. P. Atkinson, and a course on Entomology, by F. W. Putnam, Esq.; and also from lectures or addresses by Rev. James Freeman Clarke, D. D., of the Board of Education, Rev. Samuel Johnson, Rev. Mr. Upham, Mr. A. J. Phipps, a member of the Board of Education, and Mr. B. W. Putnam.

12. The school is indebted, for additions to the library, during the year, to Professor Alpheus Crosby; Hon. W. H. Seward, of Washington, D. C.; Hon. J. B. Chapin, of Providence, R. I.; Hon. E. Ryerson, of Toronto, C. W.; Hon. P. J. Chauveau, of Montreal, C. E.; Rev. Dr. J. N. M'Jilton, of Baltimore, Md.; Mr. E. A. Sheldon, of Oswego, N. Y.; Prof. W. P. Atkinson, of Cambridge; and Mrs. Z. P. Banister, of Newburyport.

Donations to the cabinet have been made by Professor Crosby, and Messrs. W. P. Hayward, and W. P. Phillips, of Salem; and by several present members of the school.

The graduating class of February 1, 1865, added \$31 to the telescope fund; and two graduates added \$2.50 in July.

13. At the request of Mr. Hagar, the school committee of Salem have kindly placed under his direction a class of children to be, in part, instructed by the senior class in the Normal School.

He writes to the Visitors: "In regard to our experiment I will say that thus far, it works finely. Four days of each week, some twenty or more little ones, about seven years of age, come before my senior class, for half an hour.

“The class are greatly interested in the instruction given to the children, and are, I am sure, deriving much profit from the exercises. The children appear delighted with what is presented to them from day to day.

“If this experiment continues to give satisfaction, I hope to be able to make other additions to the practical teaching department of the Normal School.”

The Visitors hope that the experiment will receive the approbation of the Board.

14. The expediency of offering prizes for reading, few will question, and the generous donations of Mr. Lee for that purpose are, we believe, fully appreciated by the Board. The Visitors think they have been productive of much good in the Salem Normal School by exciting an increased interest in reading, and would suggest, as an additional stimulus, that the names of those who have gained prizes during the year be published in the annual reports of the Visitors of the several Normal Schools.

15. The Visitors would call the attention of the Board to the insufficient salaries paid to the female assistants in this school.

We feel confident that not one of them, if disposed to make a change, would fail to obtain a larger salary elsewhere; and if the Board would retain their services, too much reliance must not be placed upon their devotion to Normal School work. A little has been added to their salaries during the past term, still they are obliged to exercise the most rigid economy in these times of high prices.

Respectfully submitted.

JOHN P. MARSHALL,
ABNER J. PHIPPS,

Visitors.

Dr.

THE MASSACHUSETTS BOARD OF EDUCATION in account with GEO. B. EMERSON, Treasurer.

Cr.

FOR THE APPROPRIATION FOR STATE NORMAL SCHOOLS.

1865-6.		1865.			
	To cash paid for A. G. Boyden's salary,				By cash received from State Treasurer,
	for his Assistants' salaries,	\$1,900 00			" " " " " "
	for incidental expenses,	3,000 00			" " " " " "
	Total expenses of the Bridgewater School,	1,091 42	\$5,991 42		" " " " " "
	for A. Crosby's salary,	\$1,227 72			" " " " " "
	for his Assistants' salaries,	1,691 00			" " " " " "
	for D. B. Hagar's salary,	666 67			" " " " " "
	for his Assistants' salaries,	1,435 00			" " " " " "
	for incidental expenses,	1,046 02			" " " " " "
	Total expenses of the Salem School,	\$1,227 71	6,066 41		
	for G. N. Bigelow's salary,	2,700 00			By transfer from the Todd Fund,
	for his Assistants' salaries,	2,093 70	6,021 41		" " " " " "
	for incidental expenses, including arrears,	\$1,900 00			
	Total expenses of the Framingham School,	3,300 00			
	for J. W. Dickinson's salary,	916 42			
	for his Assistants' salaries,	\$75 00			
	for incidental expenses,	75 00			
	Total expenses of the Westfield School,	48 00	6,116 42		
	to balance from last year's account,	43 34			
	to Sanborn Tenney, for a course of lectures,				
	for advertisements in "Massachusetts Teacher,"				
	to A. Mudge & Son, for diplomas,		241 34		
			\$24,437 00		
					\$24,437 00

FOR MR. LEE'S DONATION FOR PRIZES FOR EXCELLENCE IN READING.

1865.		1865.			
Jan. 8,	To balance from last year's account,				By cash received from T. Lee,
10,	cash paid for prizes at Framingham,	\$104 53			" " " " " "
Feb. 1,	Salem,	\$37 50			" " " " " "
9,	Westfield,	37 50			" " " " " "
15,	Bridgewater,	37 84			" " " " " "
Mar. 22,	Framingham,	11 25			" " " " " "

Mar. 22,	To cash paid for prizes at Salem,	\$6 25
Aug. 4,	Westfield,	37 63
Sept. 2,	Bridgewater,	37 50
		<hr/>
	To balance,	\$242 97
		300 00
		<hr/>
		\$647 50
		<hr/>
		\$647 50

FOR APPROPRIATION FOR THE CABINET AT WESTFIELD.

	1865.	1865.	
April 18,		April 8,	By cash received from State Treasurer, .
			\$300 00
			\$300 00

FOR THE APPROPRIATION FOR STATE SCHOLARS.

	1865.	1865.	By cash from the State Treasurer, .	James T. Bixby, .	the State Treasurer, .
May 28,		June 15,			
June 17,		July 3,			
	To cash paid to—		\$100 00		\$4,000 00
	George Anthony Hill, of Sherborn, Class of 1865,		100 00		100 00
	William D. Bullard, of Leicester, Class of 1865,		100 00		100 00
	John Wright Perkins, of Topsfield, Class of 1865,		100 00		100 00
	Charles Edward Souther, of Haverhill, Class of 1865,		100 00		100 00
	William H. Warren, of Westborough, Class of 1865,		100 00		100 00
	Gorham D. Williams, of Deerfield, Class of 1865,		100 00		100 00
	Albion Cate, of Winchester, Class of 1866,		100 00		100 00
	David Greene Haskins, of Roxbury, Class of 1866,		100 00		100 00
	Justin E. Gale, of Rockport, Class of 1866,		100 00		100 00
	James William Hawes, of Chatham, Class of 1866,		100 00		100 00
	Claudius Marcellus Jones, of Worcester, Class of 1866,		100 00		100 00
	Otis L. Leonard, of Marshfield, Class of 1866,		100 00		100 00
	Amos M. Leonard, of Stoughton, Class of 1866,		100 00		100 00
	Alfred C. Vinton, of Boston, Class of 1866,		100 00		100 00
	Sanford H. Dudley, of New Bedford, Class of 1867,		100 00		100 00
	George Henry Tripp, of Roxbury, Class of 1867,		100 00		100 00
	Daniel Henry Davis of Roxbury, Class of 1868,		100 00		100 00
	J. H. Davenport, of Roxbury, Class of 1868,		100 00		100 00
	Charles F. Dole, of Chelsea, Class of 1868,		100 00		100 00
	Edwin L. Sargent, of Lynn, Class of 1868,		100 00		100 00
	All of Harvard College, (<i>carried forward</i>),				
			\$2,000 00		\$4,900 00
				<i>Amount carried forward,</i>	

DR. THE MASSACHUSETTS BOARD OF EDUCATION in account with GEO. B. EMERSON, Treasurer—Continued. CR.

FOR THE APPROPRIATION FOR STATE SCHOLARS—Continued.

	<i>Amount brought forward,</i>	1865.	<i>Amount brought forward,</i>	
1865.				
May 30,	To cash paid to—	\$2,000 00		\$4,900 00
	John C. Hammond, of Hadley, Class of 1865,			
	Geo. C. Merrill, of Andover, Class of 1865,	\$100 00		
June 7,	Henry P. Moulton, of Beverly, Class of 1865,	100 00		
July 5,	E. P. Smith, of Middlefield, Class of 1865,	100 00		
	Samuel Johnson Dike, of Salem, Class of 1866,	100 00		
	Charles R. Paine, of Yarmouth, Class of 1866,	100 00		
	Charles H. Parkhurst, of Clinton, Class of 1866,	100 00		
	F. C. Burnette, of Dudley, Class of 1867,	100 00		
	William H. Cobb, of Marion, Class of 1867,	100 00		
20,	Dwight J. Herrick, of Chicopee Falls, Class of 1867,	100 00		
	Charles W. Park, of Boxford, Class of 1867,	100 00		
July 1,	John C. Terry, of Weymouth, Class of 1867,	100 00	\$1,200 00	
	All of Amherst College,			
	John E. Bradley, of Lee, Class of 1865,	\$100 00		
	Aaron W. Field, of Bernardston, Class of 1865,	100 00		
	Granville S. Hall, of Ashfield, Class of 1867,	100 00		
	Obed H. Sanderson, of Groten, Class of 1867,	100 00		
	Arthur F. Eggleston, of Longmeadow, Class of 1868,	100 00		
	Edward W. Rice, of Lee, Class of 1868,	100 00	600 00	
	All of Williams College,			
July 21,	Edwin C. Sweetser, of South Reading, Class of 1866,	\$100 00		
	Byron Groce, of East Abington, Class of 1867,	100 00		
	Edward A. Perry, of Marlborough, Class of 1867,	100 00		
	Hosea M. Knowlton, of South Boston, Class of 1867,	100 00		
	All of Tufts College,	400 00		
	Balance to State Treasurer,	\$4,200 00		
		700 00		
		\$4,900 00		\$4,900 00

REPORT OF THE TREASURER.

41

FOR APPROPRIATION FOR STATE AID.

[illegible]

FOR THE INCOME OF THE TODD FUND.

1865.	To transfer to expense of Normal Schools, for music and other necessary expenses,	\$725 00		1865. April 8,	By cash from State Treasurer,	\$332 00
1866.	To State Treasurer for investment,	200 00		1866.		
Jan. 23,	Balance, for use in the current year,	402 15		Jan. 13,	from J. Murray Howe, Executor of Mr. Todd's estate,	150 00
				20,	from State Treasurer,	845 15
						<hr/>
						\$1,327 15

[E. E.]

GEO. B. EMERSON, *Treasurer.*

We have examined the several accounts of the Treasurer, and find them correctly kept and satisfactorily vouched.

JOHN D. PHILBRICK.

JOHN P. MARSHALL.

TWENTY-NINTH ANNUAL REPORT
OF THE
S E C R E T A R Y
OF THE
BOARD OF EDUCATION.

SECRETARY'S REPORT.

Gentlemen of the Board of Education :—

In accordance with law and custom, I herewith present the Annual Report of the Secretary, being the twenty-ninth in the whole series, and the fifth since my term of service began.

Summary of Statistics for 1864-5.

Number of towns and cities,	234
Number of towns and cities making returns,	234
Number of School Districts,	2,320
Number of Public Schools,	4,749
Increase for the year,	74
Number of persons in the State between five and fifteen years of age, May 1st, 1864,	247,275
Increase for the year,	5,631
Number of scholars of all ages in all the Public Schools in summer,	223,297
Decrease for the year,	660
Number of scholars of all ages in all the Public Schools in winter,	229,514
Increase for the year,	3,114
Average attendance in all the Public Schools in summer, .	175,225
Decrease for the year,	2,169
Average attendance in all the Public Schools in winter, .	183,462
Increase for the year,	1,793
Ratio of the mean average attendance for the year to the whole number of persons between five and fifteen, ex- pressed in decimals, . . . . .	.73
Decrease for the year, . . . . .	.01
Number of children under five attending Public Schools, .	5,201
Decrease for the year,	529

REPORT OF THE SECRETARY.

45

Number of persons over fifteen attending Public Schools, .	22,013
Decrease for the year,	1,160
No. of teachers in summer; males, 403; females, 5,062; total,	5,465
Decrease of males, 14; increase of females, 71;	
total increase,	57
No. of teachers in winter; males, 974; females, 4,563; total,	5,537
Decrease of males, 153; increase of females, 214;	
total increase,	61
No. of different persons employed as teachers in Public Schools during the year; males, 1,072; females, 6,295;	
total,	7,367
Decrease of males, 138; increase of females, 153;	
total increase,	15
Average length of the Public Schools,	7 months and 17 days.
Decrease for the year, two days to each school.	
Average wages of male teachers (including High School teachers,) per month,	\$54 77
Increase for the year,	\$7 99
Average wages of female teachers per month,	\$21 82
Increase for the year,	\$2 45
Amount raised by taxes for the support of Public Schools, including only wages, board, fuel, care of fires and school- rooms,	\$1,782,624 62
Increase for the year,	\$246,310 31
Income of surplus revenue and of similar funds appropriated for Public Schools,	\$5,325 11
Increase for the year,	\$64 96
Voluntary contributions of board, fuel and money, to main- tain or prolong Public Schools, and for apparatus,	\$31,392 83
Increase for the year,	\$4,133 78
Amount of Local School Funds, the income of which can be appropriated only for the support of schools and academies,	\$1,045,764 30
Income of Local Funds appropriated for Schools and Academies,	\$63,275 82
Increase for the year,	\$7,767 61
Income of the State School Fund received by the several cities and towns, as their share of the same, for the school year 1864-5,	\$60,724 27
Increase for the year,	\$4,683 08
Amount paid for superintendence of Schools and printing School Reports,	\$60,529 24
Increase for the year,	\$5,703 70

Aggregate returned as expended on Public Schools alone, exclusive of expense of repairing and erecting school- houses, and of the cost of school books,	\$1,940,596 07
Increase for the year,	\$260,895 83
Sums raised by taxes, (including income of surplus revenue,) exclusive of taxes for School edifices, for the education of each child in the State between five and fifteen years of age,—per child,	\$7 23
Increase for the year,	\$0 85
Percentage of the valuation of 1865, appropriated for Public Schools, (one mill and seventy-seven hundredths,)	\$.001-77
Percentage of the valuation of 1860, appropriated for Public Schools, (two mills,)	\$.002
Increase for the year on the valuation of '60, \$.00.0-28	
All the towns in the State have raised the amount (\$1.50 for each person between five and fifteen,) required by law as a condition of receiving a share of the income of the State School Fund.	
No. of towns that have raised the sum of \$3 or more for each person between five and fifteen, (all except twenty- two,)	312
Increase for the year,	26
No. of Schools returned as High Schools,	120
No. of towns and cities maintaining High Schools according to the statutes,	87
No. of High Schools kept according to the statutes,	93
No. of Incorporated Academies returned,	59
Increase,	0
Average number of scholars,	3,190
Increase,	21
Amount paid for tuition,	\$117,476 86
Increase,	\$40,883 60
No. of Private Schools and Academies returned,	682
Increase,	71
Estimated average attendance,	21,334
Increase,	5,210
Estimated amount of tuition paid,	\$371,065 91
Increase,	\$53,588 08

Next to the call for men, the greatest demand of war is for money. Nothing so rapidly and thoroughly exhausts the pecuniary resources of a country, or creates such a general and profound apprehension as to the liabilities and means of the future.

Its immediate results—depreciated currency, high prices, enhanced cost of living, increased and multiform taxation, and prospective burdens of debt and embarrassment, are appalling to any community, and naturally incline a prudent people to retrenchment and the strictest economy. It is interesting, therefore, to observe how the immense expenditures of the people to maintain the war, and our recent financial revolutions, have affected the disposition or ability of our towns and cities to provide, by voluntary taxation, the means of supporting their Public Schools.

FIRST YEAR OF THE WAR.

The appropriations for this year,—School-year 1861-2,—were made in the winter and spring previous to the attack on Fort Sumter. The conflict of sectional interest and passion then raging had not led to a conflict of arms; and the loyal States were slow to believe that the madness and hate of a few traitors could plunge the nation into a civil war. There was, therefore, for the following School-year, the usual annual advance in the appropriations—\$25,482.

SECOND YEAR OF THE WAR.

When the appropriations were voted for 1862-3, the people were beginning to realize the cost of war. Their municipal indebtedness had increased largely and rapidly, beyond any past experience. There was a liability to increased expenditure and oppressive taxation, yet a disposition to be able and ready to sustain the war at any cost. In their apprehension of future burdens, and in their determination to bear them, they were inclined to retrench municipal expenses. Hence, a reduction in the appropriations for schools, amounting, in the aggregate for the State, to \$68,046.* This was characteristic of the prudence, foresight and patriotism of New England. The reduction was uniform, as by a common impulse; every county, except one, falling off in its appropriations.† But the retrograde movement was only for a single year. The people saw their mistake, and the next year changed their course in respect to their Schools.

* Including income of funds that may be appropriated for any municipal purpose, like money raised by ordinary taxation.

† See statement in the 27th Annual Report, page 39.

THIRD YEAR OF THE WAR.

It required only a single year to convince the people that, whatever befel them, there must be no retrenchment which diminished the means of popular education. This conviction was enforced by their sad experience of the evils which popular ignorance in the rebel States was then inflicting upon them, and upon the nation. With great unanimity, as if by concerted action, the municipal provision for Schools, for 1863-4, was increased above that of the previous year in the sum of \$101,127,—the largest increase in one year, up to that time, with one exception.

FOURTH YEAR OF THE WAR.

The people were now more familiar with the sacrifices required; were better assured of their strength and resources; were less apprehensive of the evils of high taxes, and were more determined than ever to see a successful result of the great conflict. They were equally determined that this result should be reached without inflicting permanent injury on themselves, by withholding the means of general intelligence, and thus impairing the grand security for their future safety and welfare. Though the tremendous struggle was still pending, and the glorious issue not gained, yet, when they voted the annual supplies for 1864-5, they made the surprising advance on the large increase of the previous year of \$246,375, or 16 per cent. The towns and cities generally, and every county, except the small county of Nantucket,* contributed to this large advance, as will appear from the following tabular statement:—

* Nantucket for many years has stood, and still stands, in the Graduated Tables, with the first class of towns, in respect to its liberality to its Public Schools. Through a loss of population, it was not necessary to raise so large an amount as in former years in order to maintain its high rank. The sum raised for the last year was \$8.65 for every person between five and fifteen.

Increase of Appropriations in the several Counties for 1864-5.

COUNTIES.	SUMS RAISED.		Increase.	Per Cent. of Increase.
	1863-4.	1864-5.		
Suffolk, . .	\$407,015 77	\$477,650 71	\$70,634 94	16
Essex, . .	176,529 23	199,536 36	23,007 13	13
Middlesex, . .	298,860 38	357,587 74	58,727 36	19
Worcester, . .	144,932 90	168,117 51	23,184 61	16
Hampshire, . .	33,412 22	37,962 06	4,549 84	14
Hampden, . .	56,106 37	65,603 77	9,497 40	17
Franklin, . .	25,387 82	26,533 50	1,145 68	5
Berkshire, . .	35,542 38	39,900 49	4,358 11	12
Norfolk, . .	167,471 19	196,994 26	29,523 07	18
Bristol, . .	98,950 38	110,271 11	11,320 73	11
Plymouth, . .	52,313 89	63,139 41	10,825 52	21
Barnstable, . .	32,851 93	33,377 81	525 88	2
Dukes, . .	4,100 00	4,150 00	50 00	1
Nantucket, . .	8,000 00	7,000 00	1,000 00*	—

* Decrease.

The largest increase in any previous year since annual returns have been required by law, and, without doubt, since we have existed as a State, was in the sum of \$122,729, just ten years before, (1854-5,) when the people, in every department of industry, were in a condition of the highest prosperity. While the appropriations for the last year,—a year of unexampled taxation and cost of living,—the fourth year of a war more expensive than any other known in history,—were an advance upon the preceding year of \$246,375, or more than twice the largest increase ever before made by taxation for the support of the Public Schools. Such an advance in the amount of money thus raised, for such a purpose, in such a condition of the people, honors the intelligence

and patriotism of our Commonwealth, and is probably without a parallel in the annals even of free States.

The advance during the entire period of the war, or since 1860-1, not only in pecuniary support, but in other important respects, will appear from the following summary :—

Advance since 1860-61, or during the war.

In number of Public Schools,	188
In number of scholars attending school,	10,008
In average attendance,	8,469
In number of teachers employed,	281
In wages per month for male teachers,	\$7 06
In wages per month for female teachers,	\$1 87
In number of persons between five and fifteen,	15,795
In amount raised by municipal taxation for schools,	\$304,938 53
In amount paid for supervision from town treasury,	\$7,494 84
In amount received from income of State School Fund,	\$14,917 12
In amount of tuition paid in Incorporated Academies,	\$33,097 86
In amount of tuition paid in Private Schools,	\$21,532 48

Though the appropriations for two years past were so largely increased, yet the returns indicate a slight diminution in the average length of the Public Schools. The increase of wages, and of the general expenses of the schools, would obviously tend to diminish their length, or to absorb the additional means provided for their support. But the reported diminution is rather apparent than real, and there has, probably, been a decided advance in this respect. In the annual blank forms recently issued, school committees were directed, in returning the number of months during which the schools had been kept, not to include any time spent in vacations; to reckon only the days and half-days of actual session, and twenty days, or forty half-days to a month. By omitting all vacations, however brief, and every temporary intermission of school exercises, there was a consequent reduction in the time returned, when there was no real reduction in time devoted to school instruction, and when there was even an increase in the length of the schools as previously reckoned. This method of return is simple, easily understood and applied, equal and uniform for the whole State, and, therefore, was adopted as a rule

for committees to observe in making their annual returns, which would be more likely to secure uniformly correct results.

AGENT.

In accordance with the expressed wish of the Board, Mr. Northrop has been employed for a large portion of the time in visiting schools, and giving familiar practical lectures in the smaller towns of the State. In this way he has paid 149 visits to 101 towns, addressed 411 schools, and given 194 lectures.

With reference to this work, Mr. Northrop says: "The past year has been the most pleasant one of my service in behalf of the Board, because I have been encouraged by more earnest and efficient co-operation in the towns visited, and by more marked signs of progress on the part of the people."

What Mr. Northrop thus learned from personal intercourse with the people was fully corroborated by the annual reports from the towns, which it has been alike my duty and privilege to read.

Never before have I discovered so deeply settled a conviction of the priceless value of our Public Schools; of their vital connection with all that is precious and dear in our social, political, and religious organizations, and such earnest exhortations to support them with a liberal hand. The grand lesson which the war of the rebellion has written upon the hearts of the people, with its iron hand and pen dipped in blood, and which everywhere finds expression, is that our schools must be maintained in a higher degree of efficiency than ever before, and at whatever cost; and that in them the coming generation must be taught that intelligent and lofty patriotism, and those Christian virtues, by which alone a people can exist under a free government.

TEACHERS' INSTITUTES.

Seven Teachers' Institutes have been held,—three in the spring and four in the autumn. Arrangements were completed, as it was believed, for the eighth, and public notice was given. Information was, however, received that it would be inconvenient for the people to entertain the Institute, at a period too late to make necessary arrangements elsewhere.

The Institutes were held as follows:—

At Hatfield,	. .	April 3, 5 days;	Number attending,	213
At Swampscott,	. .	" 10, " " "	over	300
At Randolph,	. .	" " " "		134
At Becket,	. . .	Oct. 30, " " "		140
At Dudley,	. . .	Nov. 6, " " "		127
At Yarmouth,	. .	" 13, " " "		143
At Taunton,	. .	" 20, " " "		174

These meetings of teachers, members of school committees, and others interested in the cause of education, were attended with a full measure of success. Twenty-seven teaching exercises were given in each, and five evening lectures of a more popular character, to large and intelligent audiences. Although but a small number is annually held, yet it is found that a large proportion of the towns are represented in them, and thus the popular mind and heart are kept alive and active in the great work of public instruction.

Instruction was regularly given in Music by Dr. Lowell Mason; in Elocution and Vocal Culture by Professors Wm. Russell and L. B. Monroe; in Natural History and Physical Geography by Professor Sanborn Tenney at the Institutes held in the spring, and by Mr. Wm. H. Niles and Miss Mitchell in those held in the autumn; in Chemistry by James C. Sharpe; in Arithmetic by Geo. A. Walton; in Grammar by Professor S. S. Greene; and in Object Teaching, School Organization and Management by Rev. Mr. Northrop, the Agent of the Board.

Messrs. Dickinson, Boyden and Crosby, of the State Normal Schools, rendered valuable assistance by giving able and instructive lessons in several of the branches above enumerated.

Wm. E. Sheldon, Esq., master of the Hancock School, Boston, Rev. Merrill Richardson, of Worcester, Mr. Philbrick, of this Board, Rev. H. F. Harrington, Superintendent of Schools, New Bedford, and Rev. J. W. Harding, of Longmeadow, gave very valuable practical instruction on the important topics of school organization, government and manners, and the principles of conduct for the direction of the teacher himself. In concert with Professors Russell and Monroe, Mrs. F. A. Rich favored the evening audiences of the Institutes at Randolph and Taunton with most acceptable illustrations of the art of reading, of which she is a very successful teacher at the Framingham Normal School.

Evening lectures were given to large audiences by Rev. E. B. Foster, D. D., of West Springfield, Dr. Dio Lewis and Rev. E. B. Webb, D. D., of Boston, and Professor Paul A. Chadbourne, of Williams College; also by Messrs. Tenney, Monroe and Niles, and the Agent and Secretary of the Board.

The Essex County Teachers' Association held its annual meeting in concert with the Institute at Swampscott; and the united bodies were addressed by Rev. James F. Clarke, D. D., the delegate to the Association from the Board.

In like manner the Rev. S. Seelye, a delegate from the Board, addressed the Teachers' Institute and the Barnstable County Teachers' Association in united session at Yarmouth.

Every year's experience serves to give strength to my convictions as to the high place which the Teachers' Institutes hold amongst the agencies employed by the Commonwealth, under the direction of this Board, for giving increased power to our school system. Next to the Normal Schools there is no agency so important, not to say indispensable. Its value is amply attested by the fact that it is liberally fostered by nearly every State in the Union where free schools exist; and in several, of which New York is an instance, it is employed in every county in the State.

At the close of the spring series of Institutes, Mr. Tenney, who had accepted the Professorship of Natural History in Vassar College, in the State of New York, closed his long term of service as teacher in Natural History and Physical Geography. During more than nine years, Mr. Tenney's aptness to teach, his genial manners, and his skilful presentation of the topics of his favorite department, won for him the warm regard of his associates and of thousands of teachers in the Commonwealth.

NORMAL SCHOOLS.

In no previous year since my acquaintance with them have the Normal Schools performed a better work than during the past. The evidences are manifest of a steady progress towards the true ideal of a Normal School. Owing to the want of a careful preparation of the pupils who apply for admission, in the elementary branches, this progress must be slow. They can only become strictly professional when entire thoroughness of preparation for admission shall be secured.

*

Never has the public appreciation of these schools been higher than now. The demand upon them for teachers is rapidly increasing. One of the principals remarks, in his report to the Visitors, that he cannot supply one-tenth of the number called for. In the published reports of intelligent school committees from every section of the Commonwealth, I find the most gratifying proofs of the high standing and signal success of the Normal graduates as teachers. The principals and their assistant teachers, as a whole, exhibit a zeal and devotion in their work deserving of the highest commendation. Several of them have declined tempting offers to remove to other localities, at largely increased salaries ; preferring to continue their connection with the schools where so much of their thought and labor have been expended, and to be identified with the school system of their own State, provided they can be assured of a reasonable support.

It needs no argument to prove that it is the manifest interest of the Commonwealth to sustain these schools with a liberal hand. The salaries paid should be graduated on such a scale as to be fully equal to the average salaries received by the teachers of the highest grade of Public Schools in the cities and principal towns. The teacher who would give his full strength to his school, and accomplish the highest results, must not be harassed by constant appeals to a stinted or exhausted treasury, nor have his vision darkened by the constantly increasing cloud of unsatisfied quarter bills.

The school edifice and its appointments, the furniture and apparatus, should be such as to furnish the very best facilities for illustrating the most approved methods of teaching, and also be worthy to represent the intelligence and practical sense of the Commonwealth.

In a word, they should be in every sense model schools. That they have been, and still are such, in so good a degree, has been owing to the liberal provision made for their support by the Commonwealth, and to the vigilant watch and care of this Board. And I cannot doubt that whatever appropriations the changed and ever changing circumstances of the times shall call for will be freely granted in the future, as they have been in the past.

At the close of the summer term, in July last, Professor Alpheus Crosby and Mrs. Martha K. Crosby, resigned their places as Principal and Assistant of the Salem Normal School. Professor Crosby

had been connected with the school for eight years, and Mrs. Crosby from its origin, and to their united ability and devotion it owes, in large measure, its high position. In the regrets experienced and expressed by the Board at parting with Mr. and Mrs. Crosby I fully shared. It was fortunate for the public interests, and for those of the school, that the gentleman, whose long and successful experience as a teacher, whose accurate scholarship and well known ability made him the unanimous choice of the Board, consented to accept the vacant position. Under the management of Mr. Hagar, I have no doubt that the school will continue to deserve the full share of public confidence and support which it has hitherto received.

HIGH SCHOOLS AND SCHOOLS FOR SIX MONTHS.

In the last two Reports I invited attention to the very serious neglect on the part of a large number of towns to obey the law, chapter 38, section 1, relating to Public Schools. In each Report I gave the names of the delinquent towns, with various items of statistics, which tended most conclusively to show that the delinquency did not arise from any inability of these towns, but from persistent adherence to the faulty system of minute subdivision which prevailed in them.

The attention of the legislature having been attracted to the subject by these statements, a law was passed during the last session making the failure to comply with the provisions of the above-mentioned statute punishable by a forfeiture of the portion of the annual income of the school fund to which the town should be otherwise entitled. The Act is as follows:—

[Chap. 142.]

AN ACT concerning the Distribution of the Annual Income of the School Fund.

Be it enacted, &c., as follows :

SECT. 1. No apportionment and distribution of the annual income of the school fund, as provided by the second and third sections of chapter thirty-six of the General Statutes, shall be made to any town or city which has not complied with the requisitions of the first and second sections of chapter thirty-eight, and the fifth and sixth sections of chapter forty of the General Statutes, and of any amendments to either of said sections ; or which has not raised by taxation for the support of schools, during the school-year embraced in the last annual returns, including only wages and

board of teachers, fuel for the schools, and care of fires and school-rooms, a sum not less than three dollars for each person between the ages of five and fifteen years, belonging to said town or city on the first day of May of said school-year.

SECT. 2. Instead of the certificate required by the fourth section of chapter forty of the General Statutes, to be transmitted to the secretary of the board of education, the school committee shall make and transmit in the manner and at the time in said section provided, a certificate in the following form, to wit :

We, the school committee of _____, do certify that from the returns made by the assessors in the year _____, it appears that on the first day of May, in the year _____, there were belonging to said town the number of _____ persons between the ages of five and fifteen years; and we further certify that said town raised the sum of _____ dollars for the support of public schools for the preceding school year, including only the wages and board of teachers, fuel for the schools, and care of fires and school-rooms; and that said town maintained, during said year, each of the schools required to be kept by the first section of the thirty-eighth chapter of the General Statutes for a period not less than six months; and we further certify that said town maintained, during said year, _____ school for the benefit of all the inhabitants of the town, as required by section two, chapter thirty-eight of the General Statutes, for _____ months and _____ days.

} *School Committee.*

ss.

On this _____ day of _____, personally appeared the above-named school committee of _____, and made oath that the above certificate by them subscribed, is true.

Before me,

Justice of the Peace.

SECT. 3. In the returns made by the school committee to the secretary of the board of education, twenty days or forty half days of actual session shall be counted as one month.

SECT. 4. The provisions of the first section of this act shall take effect on the apportionment and distribution of the income of the school fund, to be made in July, in the year eighteen hundred and sixty-seven.—*Approved April 11, 1865.*

I cannot but regard this legislation as alike just and timely.

Of its justice it only needs to be said that the income of the school fund has never been given to any town as a matter of right, but as an encouragement to well-doing, and has always been made upon the performance of such conditions as the State has judged it proper to impose; and further, that the condition

now under consideration, to wit, the keeping of a sufficient number of schools for six months, is not the maximum, but the minimum period, which the law requires—the language being *at least six months* in each year ; which, as the school months are counted, is only equal to twenty-four weeks, or one hundred and twenty days.

And that it cannot press heavily on any town, I have already sufficiently shown.

It only requires a *sufficient number* of schools to be kept. If more than a sufficient number are kept, at a cost as heavy as the town feels able to bear, it is the obvious suggestion of common prudence to reduce the number to the measure of the actual needs of the town, and thereby secure the required length without an increase of cost. By this means, moreover, a greater good will be accomplished in most of the delinquent towns. It will annihilate hundreds of small, and, for that reason, well nigh useless schools.

That this legislation is timely as well as just is seen from the fact that more than one-third of the towns in the Commonwealth are failing to comply with the statute.

It will be observed that the Act of 1865 also requires the raising of the sum of \$3, instead of \$1.50, to each scholar ; a sum considerably less than one-half the average raised per scholar in the Commonwealth.

Its provisions also embrace those towns which fail to meet the requirements of the statute relating to High Schools. These towns can plead no excuse of inability ; many of them are among the most thriving and wealthy in the State. It gives me pleasure to be able to add that in not a few of them measures have been taken, or are now in progress, to place themselves right before the law.

It will be observed that the Act takes effect upon the division of the income of the school fund, to be made in July, 1867 ; and that this division will be based upon the returns made for the school-year beginning with the first of April next.

The period of ten months in each year, prescribed for the High Schools, is the maximum of time during which most of them are, or ought to be, in session ; and longer, indeed, than in the judgment of many it is wise to continue them. And inasmuch as the sudden sickness of a teacher, or other unforeseen event, might close a school, and subject the town to forfeiture, I respectfully

suggest that no town be subject to the forfeiture provided by this Act which shall keep such a school as the law requires for a period not less than thirty-six weeks in each year.

I subjoin a list of those towns which have not kept the schools required by section 1, chapter 38, General Statutes, for six months of the year 1864-5; also a list of the towns required by the 2d section to maintain High Schools, designating the delinquent towns by italics; and, last, a table containing the names of the towns maintaining High Schools, but which are not required to do so by statute.

TABLE NO. 1.—*List of Towns which have not maintained their Schools for Six Months.*

[“Av. Length” as given by “Returns.”]

TOWNS.	Months.	Days.	TOWNS.	Months.	Days.
ESSEX CO.			WORCESTER CO.— <i>Cont.</i>		
Hamilton, . . .	5	17	Auburn, . . .	5	15
MIDDLESEX CO.			Barre, . . .	5	14
Ashby, . . .	5	7	Boylston, . . .	5	9
Burlington, . . .	5	5	Brookfield, . . .	5	17
Boxborough, . . .	5	9	Dana, . . .	5	—
Carlisle, . . .	5	5	Gardner, . . .	4	16
Chelmsford, . . .	5	15	Holden, . . .	4	16
Dracut, . . .	5	15	Hubbardston, . . .	5	—
Dunstable, . . .	5	3	Lancaster, . . .	5	14
Pepperell, . . .	5	11	Lunenburg, . . .	5	1
Sherborn, . . .	5	17	North Brookfield, . . .	5	18
Townsend, . . .	4	18	Oakham, . . .	4	18
Tyngsborough, . . .	5	14	Paxton, . . .	4	15
WORCESTER CO.			Petersham, . . .	4	14
Ashburnham, . . .	5	1	Phillipston, . . .	5	—
Athol, . . .	4	17	Royalston, . . .	5	4

TABLE NO. 1.—*Continued*

TOWNS.	Months.	Days.	TOWNS.	Months.	Days.
WORCESTER CO.— <i>Cont.</i>			FRANKLIN CO.— <i>Cont.</i>		
Rutland, . . .	4	6	Charlemont, . . .	5	—
Shrewsbury, . . .	5	10	Coleraine, . . .	5	—
Sterling, . . .	5	7	Erving, . . .	5	12
Sturbridge, . . .	5	13	Hawley, . . .	5	12
Sutton, . . .	4	16	Heath, . . .	5	12
West Brookfield, . . .	5	13	Leverett, . . .	5	4
Westminster, . . .	4	15	Leyden, . . .	5	14
HAMPSHIRE CO.			Monroe, . . .	4	13
Belchertown, . . .	5	12	Montague, . . .	5	6
Cummington, . . .	5	17	New Salem, . . .	4	16
Enfield, . . .	5	5	Orange, . . .	4	19
Goshen, . . .	5	12	Rowe, . . .	5	2
Greenwich, . . .	5	11	Shelburne, . . .	5	19
Middlefield, . . .	5	12	Shutesbury, . . .	4	10
Pelham, . . .	4	18	Warwick, . . .	5	—
Plainfield, . . .	5	12	Wendell, . . .	3	19
Prescott, . . .	5	7	BERKSHIRE CO.		
HAMPDEN CO.			Alford, . . .	5	14
Chester, . . .	5	13	Becket, . . .	5	5
Granville, . . .	5	7	Clarksburg, . . .	5	11
Holland, . . .	5	10	Florida, . . .	5	10
Montgomery, . . .	4	4	Mt. Washington, . . .	4	—
Wales, . . .	5	15	New Ashford, . . .	5	14
FRANKLIN CO.			Otis, . . .	5	15
Ashfield, . . .	5	8	Peru, . . .	5	12
Buckland, . . .	5	16			

TABLE NO. 1.—*Concluded.*

TOWNS.	Months.	Days.	TOWNS.	Months.	Days.
BERKSHIRE Co.— <i>Cont.</i>			PLYMOUTH Co.		
Savoy, . . .	5	7	Carver, . . .	5	17
Washington, . .	5	5	Lakeville, . . .	4	10
Windsor, . . .	5	13	Rochester, . . .	5	15
NORFOLK Co.			BARNSTABLE Co.		
Bellingham, . .	5	19+	Barnstable, . . .	5	10
BRISTOL Co.			DUKES Co.		
Rehoboth, . . .	5	17	Gosnold, . . .	4	10
			Tisbury, . . .	5	17

Number keeping their Schools $5\frac{1}{2}$ and less than 6 months,	. .	41
“ “ “ “ 5 and less than $5\frac{1}{2}$ “	. .	25
“ “ “ “ 4 and less than $4\frac{1}{2}$ “	. .	19
“ “ “ “ 3 and less than 4 “	. .	2

Whole number delinquent towns, 87

TABLE NO. 2.—*Showing the Number and Names of Towns required to maintain a High School. Delinquent Towns in italics.*

SUFFOLK Co.			ESSEX Co.— <i>Cont.</i>		
Boston, . . .	10 mos. 7 ds.		Gloucester, . . .	10 $\frac{1}{4}$ mos.	
Chelsea, . . .	10 “ 15 “		Haverhill, . . .	10 $\frac{1}{2}$ “	
ESSEX Co.			Ipswich, . . .	10 “	
Andover, . . .	9 mos.		Lawrence, . . .	10 $\frac{1}{2}$ “	
Amesbury,* . .	6 “ 13 ds.		Lynn, . . .	10 $\frac{1}{2}$ “	
“ . . .	8 “ 13 “		Marblehead, . .	10 $\frac{1}{4}$ “	
“ . . .	6 “		<i>Methuen</i> , . . .	—	
“ . . .	5 “ 17 “		Newburyport,† .	10 “	
Beverly, . . .	10 “		“ . . .	10 “	
Danvers, . . .	10 “		Rockport, . . .	8 $\frac{1}{2}$ “	
			Salem, . . .	10 $\frac{1}{2}$ “	

* 4 Schools.

† 2 Schools.

TABLE NO. 2.—*Continued.*

ESSEX Co.— <i>Cont.</i>				WORCESTER Co.— <i>Cont.</i>			
<i>Salisbury</i> , . . .	—	mos.		Leominster, . . .	10	mos.	
South Danvers, . . .	10	"		Milford, . . .	10	"	
MIDDLESEX Co.				Millbury, . . .	10	"	
Brighton, . . .	11	mos.		<i>Northbridge</i> , . . .	—		
Cambridge, . . .	10	"		N. Brookfield, . . .	3	"	
Charlestown, . . .	10	"		<i>Oxford</i> , . . .	—		
Framingham,* . . .	10	"		Southbridge, . . .	10	"	
" . . .	10	"		Spencer, . . .	10	"	
Groton, . . .	10	"		<i>Sutton</i> , . . .	—		
Holliston, . . .	6	"		Templeton, . . .	6	"	
Hopkinton, . . .	10	"		Uxbridge, . . .	10	"	
Lowell, . . .	10 $\frac{3}{4}$	"		Webster, . . .	6	"	
Malden, . . .	10 $\frac{1}{2}$	"		Westborough, . . .	9 $\frac{1}{2}$	"	
Marlborough, . . .	10	"		<i>West Boylston</i> , . . .	—	"	
Medford, . . .	10 $\frac{3}{4}$	"		Winchendon, . . .	8 $\frac{1}{4}$	"	
Melrose, . . .	10 $\frac{1}{2}$	"		Worcester, . . .	10 $\frac{3}{4}$	"	
Natick, . . .	10	"		HAMPSHIRE Co.			
Newton, . . .	10 $\frac{1}{4}$	"		Amherst, . . .	10	mos.	
Reading, . . .	10	"		<i>Belchertown</i> , . . .	—	"	
Somerville, . . .	10 $\frac{3}{4}$	"		Northampton, . . .	10	"	
South Reading, . . .	10	"		Ware, . . .	10	"	
Stoneham, . . .	10	"		HAMPDEN Co.			
Waltham, . . .	10 $\frac{1}{2}$	"		Chicopee, . . .	10	mos.	
Watertown, . . .	10	"		Holyoke, . . .	10	"	
Woburn, . . .	11	"		<i>Monson</i> , . . .	—		
WORCESTER Co.				<i>Palmer</i> , . . .	—		
Athol, . . .	8 $\frac{1}{2}$	mos.		Springfield, . . .	10 $\frac{1}{2}$	mos.	
Barre, . . .	8 $\frac{1}{4}$	"		Westfield, . . .	10	"	
<i>Blackstone</i> , . . .	—			FRANKLIN Co.			
<i>Brookfield</i> , . . .	—			Deerfield,* . . .	10	mos.	
Clinton, . . .	10 $\frac{1}{4}$	mos.		" . . .	4	"	
Douglas, . . .	6	"		Greenfield, . . .	10	"	
Fitchburg, . . .	10 $\frac{1}{2}$	"		BERKSHIRE Co.			
<i>Gardner</i> , . . .	—			Adams,* . . .	6	mos.	
Grafton, . . .	10 $\frac{1}{2}$	"		" . . .	6	"	
Leicester, . . .	10	"					

* 2 Schools.

TABLE NO. 2.—*Concluded.*

BERKSHIRE Co.— <i>Cont.</i>				BRISTOL Co.— <i>Cont.</i>			
<i>Great Barrington,</i>	.	—	mos.	<i>Mansfield,</i>	.	—	mos.
<i>Lee,</i>	.	10 $\frac{1}{4}$	"	<i>New Bedford,</i>	.	10 $\frac{3}{5}$	"
<i>Pittsfield,</i>	.	10	"	<i>Taunton,</i>	.	10 $\frac{1}{2}$	"
<i>Sheffield,</i>	.	—		<i>Westport,</i>	.	—	
<i>Williamstown,</i>	.	—					
NORFOLK Co.				PLYMOUTH Co.			
<i>Braintree,</i>	.	10 $\frac{1}{2}$	mos.	<i>Abington,*</i>	.	10	mos.
<i>Brookline,</i>	.	10 $\frac{3}{4}$	"	<i>Bridgewater,</i>	.	—	
<i>Canton,</i>	.	—		<i>Duxbury,</i>	.	—	
<i>Dedham,</i>	.	10	"	<i>East Bridgewater,</i>	.	—	
<i>Dorchester,</i>	.	10 $\frac{3}{4}$	"	<i>Hingham,</i>	.	—	
<i>Foxborough,</i>	.	—		<i>Middleborough,</i>	.	—	
<i>Franklin,</i>	.	—		<i>North Bridgewater,</i>	.	10	mos.
<i>Medway,</i>	.	—		<i>Plymouth,</i>	.	10	"
<i>Needham,</i>	.	—		<i>Scituate,</i>	.	8	"
<i>Quincy,</i>	.	10 $\frac{3}{4}$	mos.	<i>Wareham,</i>	.	—	
<i>Randolph,</i>	.	10	"				
<i>Roxbury,</i>	.	12	"	BARNSTABLE Co.			
<i>Stoughton,</i>	.	—		<i>Barnstable,</i>	.	—	mos.
<i>West Roxbury,</i>	.	10	"	<i>Chatham,</i>	.	10 $\frac{1}{2}$	"
<i>Weymouth,</i>	.	10	"	<i>Dennis,</i>	.	—	
<i>Wrentham,</i>	.	—		<i>Falmouth,</i>	.	—	
BRISTOL Co.				<i>Harwich,</i>	.	—	
<i>Attleborough,</i>	.	—	mos.	<i>Provincetown,</i>	.	10	mos.
<i>Dartmouth,</i>	.	—		<i>Sandwich,</i>	.	12	"
<i>Easton,</i>	.	—		<i>Wellfleet,</i>	.	—	
<i>Fairhaven,</i>	.	10	mos.	<i>Yarmouth,</i>	.	—	
<i>Fall River,</i>	.	11	"				
				NANTUCKET Co.			
				<i>Nantucket,</i>	.	11	mos.

* 4 Schools.

TABLE NO. 3.—*Showing the Towns which maintain a High School, although not required by Statute.*

ESSEX Co.			WORCESTER Co.		
Georgetown,	.	10 mos.	Bolton,	.	10½ mos.
Manchester,	.	8¾ "	Southborough,	.	10 "
MIDDLESEX Co.			HAMPSHIRE Co.		
Concord,	.	9 mos.	Hadley,	.	10 mos.
Lexington,	.	10 "	Williamsburg,	.	10¼ "
Lincoln,	.	7¾ "			
Pepperell,	.	9 "	HAMPDEN Co.		
West Cambridge,	.	10 "	Brimfield,	.	10 mos.
Weston,	.	10 "			
Winchester,	.	10 "			

The returns show that seventy-seven towns and cities made choice of Truant Officers. I give their names:—

Boston,	Hopkinton,	Winchendon,
Chelsea,	Lexington,	Worcester,
North Chelsea,	Lowell,	
	Malden,	Goshen,
Beverly,	Marlborough,	Ware,
Georgetown,	Medford,	
Haverhill,	Natick,	Chicopee,
Ipswich,	Newton,	Holyoke,
Lawrence,	Stoneham,	Springfield,
Lynn,	Watertown,	Westfield,
Manchester,	West Cambridge,	
Marblehead,	Weston,	Greenfield,
Methuen,	Woburn,	Northfield,
Newburyport,		
North Andover,	Brookfield,	Dalton,
Salisbury,	Charlton,	Sheffield,
South Danvers,	Fitchburg,	West Stockbridge,
Swampscott,	Leicester,	Williamstown,
	Leominster,	
Brighton,	Milford,	Cohasset,
Cambridge,	Millbury,	Dedham,
Charlestown,	North Brookfield,	Dorchester, (no answer),
Framingham,	Oxford,	Medway,

Quincy,	Abington,	Chilmark,
Randolph,	East Bridgewater,	Edgartown,
Stoughton,	Hingham,	
West Roxbury,	Plymouth,	Nantucket.
Weymouth,		
	Harwich,	
New Bedford,	Provincetown,	
Somerset,	Yarmouth,	

Others may have made arrangements for the execution of the law by the agency of the ordinary police. Their number is probably small.

So strongly does this matter appeal to the common sense and affect the common interests of the whole people, that it is hardly to be doubted that the remaining towns would act if the way appeared clear to make their action effective. Here a practical difficulty presents itself. Where shall the truants and absentees be confined? The State Reform Schools are full. The decks of the School Ship are crowded. To send them to the common jail, there to mingle with confirmed villains, is only to invite the evil sought to be avoided; and to impose a fine on the truant boy would often be to only punish the parent who has invoked the aid of the law to control a wayward child. The requirement that each town maintain a separate school for this purpose would, in numerous cases of small and purely agricultural towns, impose a burden alike unnecessary and onerous.

I have repeatedly invited attention to the subject of truancy. I greatly fear that its evils are not diminishing. This is one of the weak points in our system, and needs to be guarded with especial care. The State has built the school-house, and thrown its doors wide open; the feast is spread, and the guests are freely invited. Nay, more; she bids her messengers go to the *highways and hedges* and *compel all* to come in. But they do not come. Still there is room. Are the messengers unfaithful? The language of her command is: "Each city and town *shall* make all needful provisions and arrangements concerning habitual truants, and also concerning children wandering about in the streets or public places of any city or town, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years," &c. &c.

The practical execution, therefore, of this law, is dependent on the action of the towns and cities. They are to make the "*needful provisions*"; that is, appoint the proper officers, give them and the teachers of the schools the needful instructions, and, above all, provide a suitable place for the detention and proper training of the subjects of the law.

The plan of attaching a school to a poor-farm or workhouse has proved successful in several of the cities and larger towns; but it cannot be made available in a large class of smaller ones.

In view, therefore, of the difficulties in the way of a suitable provision by all the towns, and of the great importance to the whole community of a vigorous execution of the truant law, I respectfully suggest the propriety of transferring to the county commissioners in each county the duty of making all needful provisions for the confinement and instruction of all persons convicted under the Act in question. This could be done by making arrangements with town or city establishments already existing; or else by the erection or purchase of suitable ones, at the expense of the county; designating the towns from which persons might be sentenced to each, and regulating the terms of compensation, &c.

This subject is one of far higher importance than at first meets the eye. In a community and under institutions like our own, the best means of preventing the formation and growth of an ignorant, and, therefore, a pauper and criminal class, is one of the most serious if not difficult problems presented for solution; and as such, by the permission of this Board, I most earnestly urge its consideration upon the legislature and people.

CHILDREN EMPLOYED IN MANUFACTURING ESTABLISHMENTS.

Equally worthy of constant vigilance and care is the kindred law respecting the employment of children in manufacturing establishments. From the intimations given in various town reports, as well as from other sources of information, I have serious grounds of apprehension that this salutary law is far less faithfully obeyed at the present time than heretofore, while in very many places it has become a dead letter.

The temptations to evasion and violation of its provisions are peculiarly strong.

The unprecedented demand for, and the insufficient supply of adult laborers, in every department of industry, and more especially

in the mechanical and manufacturing departments, the rapid multiplication of machinery adapted to the use of children, the enormous profits realized on the products of manufacturing and mechanical establishments, have undoubtedly led to a relaxation, on the part of their owners and managers, of the rules prescribed by law respecting the employment of children, and which under less pressing circumstances would be cheerfully obeyed.

On the other hand, the enhanced cost of living, the high prices of food, clothing and rent have pressed heavily in the same direction. Many parents, especially of the class whose estimate of the value of a good education is by no means high, are pushing their children, even at the most tender age, into every occupation where their earnings may contribute to the support of the family.

Now, however strong this pressure,—however much the labor of the young may contribute to the comfort of parents, or to the general wealth, still the question remains whether the law is not founded in a higher reason than any such considerations; whether these children, if kept in the schools, will not become, in the long run, not only better contributors, by a more intelligent industry, to the general wealth, but also more useful members of society and safer depositaries of the power of the State.

These children of to-day will be the men of to-morrow, and aid, with voice and vote, in giving direction and shape to social and public affairs. Shall that voice and that vote be the expression of a blind, and, perhaps, an infuriate will, or of the calm judgment and clear intelligence, controlled by a well regulated moral faculty, which education alone can give? It is in the presence of questions like these that the law before us assumes the highest importance, and challenges the best thoughts and most earnest endeavors of all good citizens to make it effectual.

SCHOOL FUND.

The principal of the fund, January 1, 1865, was \$1,936,127 18

Amounts added since,—

Town forfeitures,	.	.	.	.	\$91 11	
Unexpended moiety of income,	.	.	.	.	8,982 45	
Sales of Back Bay lands,	.	.	.	.	56,709 26	
						<hr/>
Total,	.	.	.	.	\$65,782 88	
Less by loss on mortgage,	.	.	.	.	1,910 00	63,872 82
						<hr/>
Amount of fund, January 1, 1866,	.	.	.	.	\$2,000,000 00	

Amount of interest from June 1 to Dec. 31, 1864,	\$58,649 73
“ “ from Jan’y 1 to June 1, 1865,	63,136 30
<hr/>	
Total,	\$121,786 03

Of this sum the moiety, excepting the amount forfeited, as stated above, was apportioned to the several cities and towns on the 10th of July.

From the other moiety the general educational expenses of the State were paid, and the balance, as given above, was carried to the principal of the fund.

The following towns forfeited ten per cent. of their respective shares of the income, to wit:—

Brighton,	\$17 80
Burlington,	2 63
Melrose,	14 63
Hubbardston,	7 47
Rutland,	5 16
Westminster,	9 49
Greenwich,	2 77
Wilbraham,	11 02
Harwich	20 04
<hr/>	
	\$91 11

The principal of the school fund has now reached the sum of two million of dollars, and by the provisions of chapter 213 of the Acts of 1864 there will be no more payments to it from the “Bay Lands Fund”; the further proceeds of the Back Bay enterprise having been diverted from the support of the Public Schools of the State, to which they had been solemnly dedicated with the universal approval of the people, to another and a different purpose.

And inasmuch as, at this point, the connection between the school fund and the “Back Bay enterprise” is sundered, it may be interesting to read the following statement, taken from the report of the auditor, recently presented to the legislature:—

Since the commencement of the enterprise, 4,008,187 square feet of land have been filled, at an average cost of $40\frac{1}{2}$ cents per foot; and 1,295,211 square feet have been sold, at an average price per foot of \$1.77; giving a net profit to the State of \$1,212,652.99. The market value of these lands has advanced from \$1.17 in 1858, to \$2.80 per foot in 1865.

The income yet to be realized from the unsold lands already filled and to be filled, amounting to 1,114,232 square feet, is estimated, on the basis of past average profit, at \$1,854,000, making an aggregate net result to the State of *three millions sixty-six thousand six hundred and fifty-two dollars*. But it is fair to presume that, with the increasing valuation from year to year, a much larger amount will be realized.

As a matter of interesting information I subjoin the following particulars, showing the benefit which the State has thus far derived from this source in the payment of her own indebtedness, and the liberality with which she has donated the lands and their income for educational and scientific purposes. She has given—

For the enlargement of the Public Garden, . . .	120,000 sq. feet.
Institute of Technology and Boston Society of Natural .	
History,	131,520 "
Award to the city of Boston,	44,800 "
Museum of Zoology,	\$100,000 00
Tufts College,	50,000 00
Williams College,	25,000 00
Amherst College,	25,000 00
Wesleyan Academy, including interest,	25,298 04
Massachusetts School Fund,	456,930 06
Reserved by the Commonwealth,	613,157 53

The numerous friends of the Public Schools in all parts of the Commonwealth who remember the satisfaction with which they witnessed the legislation of 1859, which pledged to the school fund the entire profits of the Back Bay enterprise, with the exception of \$505,000 otherwise appropriated, will read the foregoing "information," with interest indeed, but not without equal surprise and regret, as they learn from it that the cause of popular education has received not quite one-half of a million of dollars, or less than fifteen per cent. of the estimated profits of the enterprise.

The state of the fund on the first day of January, 1866, was as follows:—

MASSACHUSETTS SCHOOL FUND.

Hills & Brother, note secured by mortgage of stores
on Utica and South Streets, Boston, . . . \$15,000 00

City and Town Scrip.

Town of Clinton, note, balance, . . .	\$9,500 00	
of Hopkinton, 2 notes, . . .	6,000 00	
of North Chelsea, 1 note, . . .	6,000 00	
of Plymouth, 3 notes, . . .	17,500 00	
of Provincetown, 1 note, . . .	5,600 00	
of Needham, 1 note, . . .	5,000 00	
of Brookline, 2 notes, . . .	11,400 00	
City of Roxbury, 1 note, . . .	20,000 00	
Town of North Bridgewater, 1 note, . . .	2,000 00	
of Malden, 1 note, . . .	12,500 00	
of Watertown, 1 note, . . .	6,500 00	
of Orono, bonds, . . .	16,370 00	
City of Portland, bonds, . . .	124,000 00	
of Boston, bonds, . . .	10,000 00	
Town of Adams, bonds, . . .	40,700 00	
of Williamstown, bonds, . . .	32,200 00	
of Newton, note, . . .	32,000 00	
		<hr/> 357,270 00

State Scrip.

Mass. Revision of Statutes scrip, 1860, \$40,000 00	
Mass. Almshouse scrip, 1853, . . .	39,000 00
Mass. Lunatic Hospital scrip, 1854, . . .	17,000 00
Mass. State House scrip, 1864, . . .	18,000 00
Mass. E. Railroad scrip, . . .	150,000 00
Mass. Troy and Greenfield R. R. scrip, . . .	311,000 00
Mass. Back Bay Lands scrip, . . .	38,000 00
Mass. Union Loan scrip, . . .	20,000 00
State of Maine scrip, . . .	175,000 00
	<hr/> 808,000 00
Western R. R. stock, 3,765—cost par, . . .	376,500 00
“ “ “ 1,037— “ . . .	120,212 50
	<hr/> 496,712 50
Notes and mortgages for Back Bay lands, undivided, . . .	279,765 77
Cash uninvested . . .	43,251 73
	<hr/>
Total, . . .	\$2,000,000 00

MASSACHUSETTS SCHOOL LEGISLATION.

The school system of Massachusetts presents certain leading features, some of which have characterized it from the beginning; and others which have been incorporated with it as the full development of the system has seemed to require.

These features, or rather the principles which underlie them, are as follows:—

1. The State, as a matter of right and duty, commands the maintenance in every town of a sufficient number of schools, for the respectable education of every child within its limits, by an equal rate of taxation upon all persons and property.

2. It dictates the branches of study to be taught in these schools.

3. It declares that schools of a higher grade shall be supported in like manner in a class of towns which it defines, and prescribes the studies to be pursued in them.

4. It makes an authoritative provision for a careful supervision over the schools; beginning with a rigid scrutiny into the moral character and intellectual ability of the teacher, and following him with constant watch and care into the school-room.

5. It requires the Public Schools of every grade to be entirely and absolutely, and as a matter of right, free to all the children on its soil, without distinction of sect, rank, color or race.

6. It goes further, and lays its command, enforced with penal sanctions, on parents and guardians, masters and employers, to give all children under their control such opportunities of attending school in each year as are judged meet to prepare them to be good citizens.

There are other minor features, but these are the principal characteristics of the system; those which, as I have said, distinguish it from the school systems of all previous ages and peoples.

A single town or city may have established a free school, and individuals have asserted the right and duty of the State to educate all the children thereof. Thus, Martin Luther, in 1526, uttered the following noble words to the Elector of Saxony:—
“Government, as the natural guardian of all the young, has the right to compel the people to support schools. What is necessary to the well-being of a State, that should be supplied by those who enjoy the privileges of such State.”

But what is claimed is, that these principles were first embodied in the legislation and carried into the practice of a whole people here in our Commonwealth.

The Massachusetts school system is the growth of more than two centuries, and I propose to devote a brief space to tracing that growth, as it appears in her legislation during this period.

Although the work will partake somewhat of the usual dryness of antiquarian research, yet I hope it may serve a useful purpose. A rational curiosity may be gratified. A clear insight may be obtained into our school system and the principles of our civil polity. And, more than all, it may lead to a deeper reverence for the grand, stern men of the past ages, who with such prophetic wisdom and so firm a hand laid the strong, granite foundations of our State, and so lead us of the present generation to higher efforts in the development of the system thus founded into fuller and more perfect proportions.

This sketch may be very naturally divided into three parts, corresponding with the three marked and nearly equal periods in our history, to wit: that from the planting of the colony to the abrogation of the first charter, and known as the colonial period; the second, extending from the granting of the province charter by William and Mary to the American Revolution, and known as the provincial period; and the third, from the close of the Revolution till the present time, which may be called the constitutional period.

Colonial Period.

The first legislation found in our colonial records upon the subject of education, excepting that with reference to Harvard College, is the Act, or Order, passed June 14, 1642. As revised in 1658 and printed in the Body of Liberties and General Laws of the Colony in 1660, it is in the following language:—

“Forasmuch as the good Education of Children is of Singular behoofe and benefit to any Commonwealth, and whereas many Parents and Masters are too indulgent and negligent of their duty in that kind;

It is Ordered, that the Selectmen of every Town, (in the original draft, “ye chosen men appointed for managing the prudentiall affaires,”) in the several Precincts and quarters where they dwell, shall have a vigilant eye over their neighbors, to see, First that none of them shall suffer so much Barbarism in any of their families, as not to endeavor to teach, by them-

selves or others, their Children and Apprentices, so much learning as may enable them to read perfectly the English tongue, and knowledge of the Capital Laws, upon penalty of twenty shillings for each neglect therein." Laws of 1642, June 14th, as revised in 1649 and printed in 3d edition of "Laws and Liberties of Mass. Colony"; printed 1672."

"Also that all masters of families do once a week (at the least,) catechise their children and servants in the grounds and principles of religion." June 14, 1642; Mass. Records, vol. 2, p. 6, revised 1649; as printed in second edition of the revision of 1649, p. 16.

We next find the famous law, passed Nov. 11, 1647. I give it entire, with its quaint and pithy preamble, as recorded in the Massachusetts Colony Records, vol. 2, page 203:—

It being one chiefe project of y^tould deluder, Sathan, to keepe men from the knowledge of y^e Scriptures, as in form^r times by keeping y^m in an unknowne tongue, so in these latt^r times by perswading from y^e use of tongues y^t so at least y^e true sence and meaning of y^e originall might be clouded by false glosses of saint seeming deceivers, y^t learning may not be buried in y^e grave of o^r fath^{rs} in y^e church and comonwealth, the Lord assisting o^r endeavo^{rs}.

It is therefore ord^{ed}, y^t ev^{ry} township in this iurisdiction, aft^r y^e Lord hath increased y^m to y^e number of 50 houshold^{rs}, shall then forthwth appoint one wthin their towne to teach all such children as shall resort to him to write and reade, whose wages shall be paid eith^r by y^e parents or mast^{rs} of such children, or by y^e inhabitants in gen^{all}, by way of supply, as y^e maior p^t of those y^t ord^r y^e prudentials of y^e towne shall appoint; provided, those y^t send their children be not oppressed by paying much more yⁿ they can have y^m taught for in othe^r townes; and it is furth^r ordered, y^t where any towne shall increase to y^e numb^r of 100 families or househould^{rs} they shall set up a gramer schoole, y^e master thereof being able to instruct youth so farr as they may be fited for y^e university; provided, y^t if any towne neglect y^e performance hereof above one yeare, y^t every such towne shall pay 5^s to y^e next schoole till they shall performe this order.

At the May session, 1654, the following law was passed in addition to the foregoing, and in the digest of 1658 is annexed to it as the 3d section. See Revised Laws of 1658, printed 1672, p. 136:—

Forasmuch as it greatly concerns the welfare of this country that the youth thereof be educated not only in good Litterature but in sound doctrine;

This Court doth therefore commend it to the serious consideration and special care of our Overseers of the College, and the selectmen in the several towns not to admit or suffer any such to be continued in the office or place of Teaching, Educating or Instructing Youth or Children in the College or Schools.

Add after "schools," in 5th line, page 73, the words—

"that have manifested themselves unsound in the faith, or scandalous in their lives, and have not given satisfaction according to the rules of Christ."

this Court hereby enacts that the penalty shall be *twenty pounds* where there are *two hundred* families or householders." Mass. Records, vol. 5, p. 414.

The foregoing Acts comprise the legislation respecting Public Schools of the "Massachusetts Bay" during the colonial period.

But this account would not be complete without a notice of the action of the older and sister colony of Plymouth during the same period.

Under date of 1663, I find the following:—

"It is proposed by the Court unto the several Townships of this Jurisdiction, as a thing that they ought to take into their serious consideration, that some course may be taken that in every town there may be a School-master set up to train up children to reading and writing." Plymouth Col. Records, vol. 11, p. 211.

At a General Court held March 4, 1670, a grant was made of "all such proffetts as might or should annually accrew or grow dew to this collonie from time to time, for fishing with netts or saines att Cape Cod for mackerell, basse or herrings, to be imployed and improved for and towards a *free school* in some town in this jurisdiction, for the training up of youth in littrature, for the good and benefitt of posteritie, provided a beginning were made within one year;" and committed the "ordering and managing of said affaire to the Governor and Assistants, or any four of them."

The Governor and Assistants, at a Court held March 4, 1673, after reciting the Act of the General Court, and stating that Plymouth had, within the time, "made a beginning," which had, "with God's blessing continued with good success," &c., declared that they "doe reddily and cheerfully accept of the trust committed unto them," "and hope by God's assistance faithfully and carefully to use their best endeavours, to encurrage and carry on the said well-begun worke att New Plymouth, so long as God shall be pleased to affoord any competensie of means and convenient number of scollars, and to that end doe appoint and constitute our esteemed frind, Mr. Thomas Hinckley, to take upon him the office, care and charge of a steward of the said scoole," &c.

In 1674 this action of the Court of Assistants was sanctioned by an Act confirming the grant, and also providing "that there be noe further demaunds, besides the said proffitts of the Cape, demaunded of the COUNTRY for the Maintainance of the said scoole."

As yet there does not appear to have been any response to the query proposed to the towns in 1663—whether a school-master should not be "set up" in every town "to train up children to reading and writing."

But at the General Court held at Plymouth Nov. 1, 1767, the following "Order" was passed, closely resembling, in its main features, the law enacted by the sister colony in 1647:—

Forasmuch as the maintainance of good literature doth much tend to the advancement of the weal and flourishing estate of societies and republicks,

This Court doth therefore order: That in whatsoever township in this government, consisting of fifty families or upwards, any meet man shall be obtained to teach a Grammar School, such township shall allow at least twelve pounds in current merchantable pay to be raised by rate on all the inhabitants of such town; and those that have the more immediate benefit thereof, by their children's going to school, with what others may voluntarily give to promote so good a work and general good, shall make up the residue necessary to maintain the same; and the profits arising of the Cape Cod fishing, heretofore ordered to maintain a Grammar School in this colony, be distributed to such towns as have such Grammar Schools, for the maintainance thereof, not exceeding five pounds per annum to any such town, unless the Court Treasurer, or other appointed to manage that affair, see good cause to add thereunto to any respective town, not exceeding five pounds more per annum. And further this Court orders: That every such town as consists of seventy families or upwards, and hath not a Grammar

School therein, shall allow and pay unto the next town, which hath such Grammar School kept up amongst them, the sum of five pounds per annum in current merchantable pay, to be levied on the inhabitants of such defective towns by rate, and gathered and delivered by the Constables of such Towns, as by warrant from any Magistrate of this Jurisdiction shall be required.

The passage of this Order resulted in the speedy establishment of a school in most of the towns in the colony, which thereafter shared with Plymouth the profits of the Cape Cod fisheries.

I have thus given the legislation, in substance, of both colonies respecting the support of Public Schools during the first, or colonial period, of our history, excepting various Acts for the founding and sustaining of Harvard College; and also a general Act for sacredly guarding and devoting to their legitimate uses any gifts or bequests which might be made to the College, or to any Public School.

A careful review of these brief laws and orders, with their preambles, shows that the main features of our present statutes had their origin in this early period. For instance, the Act of 1642, starting with the assertion that "the good education of children is of singular behoof and benefit to any Commonwealth," asserts the right of the State to cause every child within its jurisdiction to be so far educated as to be capable of being a good citizen, and declares what that education shall be, as follows:—First, the ability "perfectly to read the English tongue;" second, a "knowledge of the Capital Laws;" and, third, an acquaintance with the "grounds and principles of religion."

The Act of 1647 commands, with severe penalties, the erection of the school-house in every town, wherein these fundamental elements of a true education might be obtained.

But it does not stop here. Every town having the requisite number of householders was required to "set up" a school of a higher order—a Grammar School—wherein the youth might be fitted for "ye university." Of how high a grade this Grammar School was may be learned from the following extract from "the Laws, Liberties and Orders of Harvard College," which were in full force at that time:—

"When any scholar is able to read Tully, or such like classical Latin author *extempore*, and make and speak true Latin in verse and prose *suo*

(*ut aiunt*) *Marte*, and decline perfectly the paradigms of nouns and verbs in the Greek tongue, then may he be admitted into the College, nor shall any claim admission before such qualifications."

In this venerable statute we find the original idea of gradation in our town schools. The Grammar School of that day was at the head of the system, and so the type of the High School of the present. One, at least, of the Grammar Schools then "set up" has continued to fit youth for "ye university" to the present hour.

Moreover, in the legislation of the older colony, which "devoted" the public funds derived from the Cape Cod fisheries to the support of schools, we find a type of the modern legislation, which has established a school fund and distributes its income for the aid and encouragement of schools.

Provincial Period.

The Provincial Charter, granted by William and Mary in October, 1691, which united the two colonies of New Plymouth and Massachusetts Bay, went into effect by the organization of the government in June, 1692. The first business of the legislature was the re-enactment of the principal colonial laws in a revised and amended form, to suit the altered circumstances of the time.

Among the earliest Acts was one for the "Settlement and Support of Ministers and School-Masters."

The *third* section of the Act read as follows:—

"*And be it further enacted, &c.* That every Town within this Province, having the Number of Fifty Householdors or upwards, shall be constantly provided of a School-Master to teach Children and Youth to read and write. And where any Town or Towns have the Number of one Hundred Families or Householdors, there shall also be a Grammar School set up in every such Town, and some discreet Person of good Conversation, well instructed in the Tongues, procured to keep such School. Every such School-Master to be suitably encouraged and paid by the Inhabitants."

"And the Select-men and Inhabitants of such Towns respectively, shall take effectual Care, and make due Provision, for the Settlement and Maintenance of such School-Master and Masters."

"And if any Town qualified as before expressed, shall neglect the due Observance of this Act, for the procuring and settling of any such School-Master as aforesaid, by the space of one Year; Every such defective Town shall incur the Penalty of *ten Pounds*, for every Conviction of such

Neglect, upon Complaint made unto their Majesties Justices in Quarter Sessions for the same County in which such defective Town lieth ; which Penalty shall be towards the Support of such School or Schools within the same County, where there may be the most need, at the Discretion of the Justices in Quarter Sessions ; to be levied by Warrant from the said Court of Sessions in Proportion upon the Inhabitants of such defective Town, as other public Charges, and to be paid unto the County Treasurer." 4th W. & M., chap. 11 ; Prov. Laws, 1692-1774, p. 17.

In 1701 an Act was passed, which, after setting forth the previous Act in a preamble, and saying " That the Observance of which Wholesome and Necessary Law is *shamefully neglected* by Divers Towns, and the Penalty thereof not Required, tending greatly to the Nourishment of Ignorance and Irreligion, whereof grievous complaint is made. For the Redress of the Same " declared " That the Penalty or Forfeiture for the Non-Observance of the said Law shall henceforth be Twenty Pounds per annum."

And the following new provisions were added :—

1st. That "*every Grammar School-Master be Approved by the Minister of the Town and the Ministers of the two next adjacent Towns, or any Two of them, by certificate under their Hands.*"

2d. " That no Minister of any Town shall be deemed, held or accepted to be the School-Master of such Town within the intent of Law."

3d. " And the Justices of the Peace in each respective County are hereby directed to take effectual care that the Laws respecting Schools and School-Masters be duly Observed and put in Execution. And all Grand Jurors within their respective Counties, shall diligently Enquire and make Presentment of all Breaches and Neglect of the said Laws, so that due prosecution may be made against the Offenders." Prov. Laws, 1692-1774 ; p. 136.

In 1718 the penalty for non-observance of the laws above recited was increased from twenty to "*Thirty Pounds* on every Town that shall have the Number of one Hundred and fifty Families, and *Forty Pounds* on every Town that shall have the Number of two Hundred Families, and so *pro rato*, in Case the Town consist of two Hundred and fifty or three Hundred Families." Idem. p. 199.

In the year 1768 an Act relating to schools was passed, which was, in the opinion of Mr. Mann, the germ of the unfortunate legislation of 1789, which authorized the division of the towns into school districts.

For this reason I deem it of sufficient importance to claim for its material portions and preamble a place in this abstract.

“Whereas it may happen that when Towns and Districts consist of several Precincts, some of such Precincts may be disposed to expend more for the Instruction of Children and Youth in useful Learning, within their own Bounds, than as Parts of such Towns or Districts they are by Law held to do ; and no Provision has hitherto been made to enable Precincts to raise money for that Purpose. And whereas the Encouragement of Learning tends to the Promotion of Religion and Good Morals, and the Establishment of Liberty, Civil and Religious : ”

“Be it therefore Enacted, &c. That when and so often as the major Part of the Inhabitants of any Precinct, at their annual Meeting legally warned, shall agree on the Building, Finishing or Repairing any School-House, or the defraying any other Charge for the support of Schools and School-Masters, and shall also agree on any Sum or Sums of Money for such Purpose or Purposes, the Assessors of such Precinct are hereby empowered and required to assess the same on the Polls and Estates within the said Precinct, and all such Rates and Assessments shall be paid to the Constable or Collector, to whom the same shall be committed, with a warrant from said Assessors, in form as by Law is prescribed for collecting Town Assessments.”

“This Act to continue and be in Force until July 1770, and no longer ;” and revised to continue in force to 1775. Temp. Laws, 1736 to 1774 ; p. 384.

To prevent misconception it may be proper to state that the term *district*, used in the foregoing preamble, was the legal designation of an incorporated community, precisely similar to a town in respect to territory, and to all rights, duties, privileges and powers, excepting only the right of being represented in the General Court.

The term *precinct* was used to denote a settlement in a township, remote from the centre, and for that reason clothed by the General Court with the power of selecting a minister and supporting public worship by taxation, in the same manner that the town might do. In a word, a *precinct* was a *parish*, or, more properly, an incipient *town*, having power in ecclesiastical matters only. To this power was now added that of supporting schools. As is well known, a very large number of our existing towns have been created out of these *precincts* of our past history.

While, therefore, the Act now recited may have furnished the *hint* for the legislation of 1789, it can hardly be said to have supplied a valid precedent for it.

Such was the legislation of our ancestors in relation to popular education during the second, or provincial period, from 1692 to the close of the Revolution. But little advance was made on the legislation of the first period; the principal improvement being the requirement that the good character and scholarship of the master should be certified by the minister of the town and of the two adjoining ones; also, more specific provisions to prevent and punish violations of the law. It was a portion of our history characterized by unusual activity and excitement; by emigration and the planting of new territory, and, also, by repeated French and Indian wars. From Chelmsford, Sudbury and Medfield, which formed the western border at the close of Philip's war, the line had been carried westward to the towns on the Connecticut, and thence across the mountains to the boundary of the State. The Indian had disappeared as a power from our territory, and his French allies had surrendered their strongholds on the St. Lawrence forever. It was not to be expected that in such times of dispersion and conflict the high standard of the first generation should be kept up. Still, the men of this period were not faithless to their trust. Wherever a band of settlers went to form a new town, there also went with them the unvarying requirement that the first lot of the sixty-three equal portions into which their territory must be divided was to be for the "first settled minister, the second for the ministry, and the *third for the school*."

Thus the school-house was made the constant companion of the meeting-house wherever these hardy pioneers levelled the forest and set up their humble homesteads.

And what was the priceless value of these humble nurseries of learning is best attested by the fact that by them were trained the men of the Revolution; the men who threw off the yoke of colonial bondage; who challenged from the mother country and held with a firm, though bloody grasp, the rights and immunities of free-men, and built on strong and immovable foundations the free government under which we live.

CONSTITUTIONAL PERIOD.

We now stand at the threshold of the last period whose legislation I have undertaken to trace—that which covers our history as an independent people.

The war of the Revolution had been fought; our independence had been won, and the work of construction happily accomplished; and the people of the Commonwealth found time to turn their thoughts to their domestic affairs. Accordingly, two months after the inauguration of Washington as the president of the new Republic, and the organization of the national government in 1789, the legislature of the Commonwealth proceeded to revise and enlarge the laws relating to Public Schools.

The result was the Act, chapter 19, laws of 1789.

As this Act is the foundation of a large share of the legislation relating to schools for the seventy-five years which have succeeded, I copy in full its leading sections and the preamble thereto:—

[Acts of 1789. Chapter 19.]

AN ACT TO PROVIDE FOR THE INSTRUCTION OF YOUTH, AND FOR THE
PROMOTION OF GOOD EDUCATION.

Whereas the Constitution of this Commonwealth hath declared it to be the duty of the General Court to provide for the education of youth; and whereas a general dissemination of knowledge and virtue is necessary to the prosperity of every State, and the very existence of a Commonwealth:

SECT. 1. Be it enacted, &c. That every town or district within this Commonwealth, containing fifty families or householders, shall be provided with a school-master, or school-masters, of good morals, to teach children to read and write, and to instruct them in the English language, as well as in arithmetic, orthography, and decent behavior, for such term of time as shall be equivalent to six months for one school in each year.

And every town or district containing one hundred families, or householders, shall be provided with such school-master, or school-masters, for such term of time as shall be equivalent to twelve months for one school in each year.

And every town or district containing one hundred and fifty families, or householders, shall be provided with such school-master, or school-masters, for such term of time as shall be equivalent to *six* months in each year; and shall, *in addition thereto*, be provided with a school-master, or school-masters, as above described, to instruct children in the English language, for such term of time as shall be equivalent to twelve months for one school in each year.

And every town or district containing two hundred families, or householders, shall be provided with a Grammar School-master, of good morals, well instructed in the Latin, Greek and English languages; and shall, in addition thereto, be provided with a school-master, or school-masters, as above described, to instruct children in the English language, for such term of time as shall be equivalent to twelve months for each of said schools in each year.

And whereas by means of the dispersed situation of the inhabitants of several towns and districts in this Commonwealth, the children and youth cannot be collected in any one place for their instruction, and it has thence become expedient that the towns and districts, in the circumstances aforesaid, should be divided into separate districts for the purpose aforesaid,—

Be it enacted: SECT. 2. That the several towns and districts in this Commonwealth be, and they are hereby authorized and empowered, in town meetings to be called for that purpose, to determine and define the limits of school districts within their towns and districts respectively.

And to the end that Grammar School-masters may not be prevented in their endeavors to discharge their trust in the most useful manner,—

SECT. 3. Be it enacted, &c. That no youth shall be sent to such Grammar Schools unless they shall have learned in some other school, or in some other way, to read the English language by spelling the same; or the selectmen of the town where such Grammar School is shall direct the Grammar School-master to receive and instruct such youth.

SECT. 4. Be it further enacted, &c. That it shall be and it is hereby made the duty of the president, professors and tutors of the University at Cambridge, preceptors and teachers of academies, and all other instructors of youth, to take diligent care, and to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction the principles of piety, justice, and a sacred regard to truth, love to their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society, and the basis upon which the republican constitution is structured. And it shall be the duty of such instructors to endeavor to lead those under their care (as their ages and capacities will admit,) into a particular understanding of the tendency of the before-mentioned virtues, to preserve and perfect a republican constitution, and to secure the blessings of liberty as well as to promote their future happiness; and the tendency of the opposite vices to slavery and ruin.

And to the end that improper persons may not be employed to the important offices before mentioned,—

SECT. 5. Be it enacted, &c. That no person shall be employed as a school-master as aforesaid unless he shall have received an education at

some college or university, and, before entering on the said business, shall produce satisfactory evidence thereof; or unless the person to be employed as aforesaid shall produce a certificate from a learned minister, well skilled in the Greek and Latin languages, settled in the town or place where the school is proposed to be kept, or two other such ministers in the vicinity thereof, that they have reason to believe that he is well qualified to discharge the duties devolved upon such master by this Act; and in addition thereto, *if for a Grammar School*, that he is of competent skill in the Greek and Latin languages for the aforesaid purpose.

And the candidate of either of the descriptions aforesaid shall moreover produce a certificate from a settled minister of the town, district, parish or place, to which such candidate belongs, or from the selectmen of such town or district, or committee of such parish or place, "That to the best of his or their knowledge, he sustains a good moral character." *Provided nevertheless*, This last certificate respecting morals shall not be deemed necessary when the candidate for such school belongs to the place where the same is proposed to be actually kept; it shall, however, be the duty of such selectmen or committee who may be authorized to hire such school-master, *specially to attend to his morals*. And no settled minister shall be deemed, held or accepted to be a school-master, within the intent of this Act.—Rep. 1811, chap. 83.

Section 6 provides the following penalties for neglect to obey the law for six months in each year:—town of 50 families, £10; of 100 families, £20; of 150 families, £30; of 200 families, £30, for not keeping a Grammar School.

SECT. 7. Said penalties to be levied by warrant, on conviction, and paid into the county treasury, and "appropriated for the support of such school or schools as are prescribed by this law in such town or towns, district or districts, in the same county, as shall have complied with this law, and whose circumstances most require such assistance; or in such plantation or plantations in the same county, as the Court of Sessions shall order and direct."

"And it shall be the duty of the *minister or ministers of the Gospel* and the *selectmen* (or such other persons as shall be specially chosen by each town or district for that purpose,) of the several towns or districts, *to use their influence and best endeavors* that the youth of their respective towns do regularly attend the schools appointed as aforesaid for their instruction; and *once in every six months at least*, and as much oftener as they shall determine it necessary, to visit and inspect the several schools in their respective towns and districts, and shall inquire into the regulation and discipline thereof, and the proficiency of the scholars therein, *giving reasonable notice of the time of their visitation*."

“And whereas schools for the education of *children in the most early stages of life* may be kept in towns, districts and plantations, which schools are not before particularly prescribed in this Act; and that the greatest attention may be given to the early establishing just principles in the tender minds of such children, and carefully instructing them in the first principles of reading,—

SECT. 9. Be it enacted, That no person shall be allowed to be a master or *mistress* of such school, or to keep the same, unless he or *she* shall obtain a certificate from the selectmen of such town or district where the same may be kept, or the committee appointed by such town, district or plantation to visit their schools, as well as from a learned minister settled therein, if such there be, that he or she is a person of sober life and conversation, and well qualified to keep such school. And it shall be the duty of such master or *mistress* carefully to instruct the children, attending his or her school, in reading, (and writing, if contracted for,) and to instil into their minds a sense of piety and virtue, and to teach them decent behavior. Penalty, forty shillings.

SECT. 10 enacts “That no person shall be permitted to keep, within this Commonwealth, any school described in this Act, unless, in consequence of an Act of naturalization, or otherwise, he shall be a citizen of this or some other of the United States.” Penalty of twenty pounds for *each month*.—Approved June 25, 1789.

On a review of this Act, it will be seen that several new and very important provisions are for the first time introduced into our school system. Chief amongst these are the following:—

1. That children were permitted to pass from the Common to the Grammar School only after having made a prescribed amount of attainment, thus carrying out more fully the idea of gradation introduced in the Act of 1647.

2. That two hundred families in a town, instead of one hundred, as before, were made the basis of the requisition that it support a Grammar School.

That the teacher, in addition to the proof of his capacity to teach, was required to procure, from the settled minister or the selectmen of the town where he belonged, a certificate of his good moral character; and the selectmen of the town where he was engaged to teach were enjoined “specially to attend to his morals.”

4. Heretofore there had been no other authorized supervision of the schools than such as the selectmen, by virtue of their office, had exercised. But by this Act, *ministers of the gospel* and the selectmen, or a committee specially chosen in their stead, were

constituted a school committee, and charged with the duty of securing the attendance of all the youth of the town; also of visiting the schools once in six months and inquiring into their regulations and discipline and the proficiency of the pupils therein.

This provision will at once be recognized as the origin of our present legislation relating to the election, the duties and powers of the general committees, and also of Superintendents of Public Schools in the cities and towns of the Commonwealth.

5. The preamble to the ninth section first brings to our notice a grade of schools "for children in the most early stages of life;" and is particularly interesting as containing the earliest legislative recognition—and that after a lapse of one hundred and fifty years—of females as competent to be teachers in the Public Schools.

6. After fourteen years of patriotic labors—seven of them in waging a desperate war on their own soil, and seven more in constructing the State and National governments,—the American Revolution was completed. It was fitting, therefore, that the men of that day should embody, in their legislation providing for the education of the future citizens of the free Commonwealth, their solemn convictions as to the true nature and characteristics of such an education. A noble utterance of these convictions was given in the fourth section of this Act, so often quoted and so justly admired, and which, with slight alterations, still remains upon the statute book.

7. More important than all others in its effects upon our school system was the provision in the second section for the division of the towns into school districts. This short enactment of only four lines has expanded into a whole chapter of forty-five sections in our present statutes.

It is important to notice that it was only a simple provision for dividing the township into such convenient portions of territory as should facilitate the attendance upon school. The district thus created could exercise no powers whatever and had no duties to perform. The schools, as before, were established, supported and managed solely by the towns.

Thus matters continued for more than ten years, until the passage, in an evil hour, of the Act approved February 28, 1800. By this Act, "the selectmen were authorized to issue warrants for district meetings; the voters were authorized to choose a clerk, raise money for the erection and repair of school-houses, and the

purchase of the necessary 'utensils;' and the assessors of the respective towns were required to assess such sums of money as might be voted by the several districts."

Other powers were granted from time to time.

By the statute of 1817, chapter 14, "school districts were made corporations in name, and authorized to sue and be sued, and empowered to hold, in fee simple or otherwise, real or personal estate for the use of the schools." "It was not until the statute of 1827, chapter 143, section 6, that districts were authorized to elect prudential committees, to whom were confided the care of the houses, and the important trust of selecting and contracting with teachers."

It is no part of my present purpose to refer to, much less to recapitulate, the objections to the district system which have been urged with great force and earnestness by my distinguished predecessors in office. I fully sympathize with all they felt and said on this topic. I have seen and experienced, as they did, its unfortunate and depressing influence. And I content myself with saying, that every day's observation gives strength to my convictions of its utter incompatibility with any high degree of success in the management of school affairs. Indeed, I have ceased to look for further progress where its influence is unbroken. Defiant and frowning, it stands square in the path. It cannot be avoided; a "flank movement" will not turn it, and there is no room for compromise. Then, and then only, will further advance be possible, when the people of the Commonwealth, in the exercise of that power which is their right, and of that wisdom which an unfortunate experience has given, shall remove the obstruction from the way.

With the exception of sundry Acts relating to school districts, the more important of which have been noticed, the legislation of 1789 remained without alteration till February 18, 1824, when an Act was passed relieving any town having less than five thousand inhabitants from the obligation to maintain a Grammar School, which shall elect to "be provided, instead thereof, with a teacher or teachers well qualified to instruct youth in orthography, reading, writing, arithmetic, English grammar, geography, and good behavior, whose qualifications shall be certified in like manner as is provided by law in case of Public School-masters in the Latin and Greek languages."

Several new and important features were introduced into the code of school laws by an Act, approved March 4, 1826.

This Act provided :—

“That each town in this Commonwealth shall, at the annual March or April meeting, choose a *School Committée*, consisting of not less than five persons, who shall have the general charge and supervision of all the schools in said town.”

This Committee were required to visit the schools, both town and district, at specified times ; “to require full and satisfactory evidence of the good character and qualifications of the instructors,” who were declared not to be entitled to receive any compensation for services “without first obtaining from the Committee a certificate of their fitness to instruct ;” to “direct and determine the class books to be used in the respective classes in the Public, District and Town Schools of the town ;” to procure and furnish such books to the scholars in much the same manner as is now done ; and also “to report to the Secretary of State, on the first day of June in each year,” various school statistics of the town ; a requirement most important in its influence upon our Public Schools to the present time.

In the following year the various school laws passed since the adoption of the Constitution were carefully collated and revised, and embodied in a single chapter of twenty-one sections, (chapter 143, laws of 1827,) which was the last general revision before that series of enactments, beginning with the establishment of the school fund in 1834, and the creation of the Board of Education in 1837, which have, during the last thirty years, given to our school system its present expansion and power. The new provisions in this chapter were :—

1. The placing the requirement to maintain High Schools upon the same basis as at present, and prescribing a course of English scientific studies to be taught in them.

2. The provision, already noticed, for the choice of prudential committees ; and

3. The restriction laid upon the town committees, “never to direct any school books to be purchased or used in any of the schools under their superintendence, which are calculated to favor any particular sect or tenet.”

As, however, the leading features of this Act are found, with slight modifications, in existing laws, upon which it is not my purpose to comment, I refrain from a further reference to them.

I have thus given, as briefly as possible, the earlier legislation of Massachusetts relating to her Public Schools, taking care to copy, for the sake of convenient reference, the more prominent Acts passed in the successive periods of her history.

I am aware that what is thus done is somewhat out of the usual course. Still it may furnish useful lessons.

It may, as before suggested, teach a deeper respect and reverence for the character of our ancestors, and inspire us with a firmer purpose to emulate the wise provisions which, in their poverty and perils, they made for succeeding generations.

As we behold the results which have followed from the brief and simple Acts above recited,—Acts which have scarcely attracted a passing notice from the historians of those times; as we mark the contrast between the feeble beginnings of our system of public education and its fulness of growth at the present hour; as we trace its influence as it has spread wider and farther from the half score of log school-houses which it opened on the borders of our own bay, beyond the boundaries of New England, across the prairies and up the gorges of the Western mountains, and has planted its edifices along the Pacific shores; as we mark all that it has done, and endeavor to compass what it will yet accomplish in forming the character of a great people, we may learn how great and good a thing is the legislation which wisely seeks to train the intellect and form the character of a people, especially in those critical junctures in human affairs when States are founded and institutions moulded.

If, gentlemen of the Board, amid the excitements and passions of the present eventful times this humble effort of your Secretary shall contribute, in the smallest degree, to give force to such a lesson, it will not have been made in vain.

JOSEPH WHITE.

BOSTON, January, 1866.

COURSE OF STUDY IN THE NORMAL SCHOOLS.

The design of the Normal Schools is strictly professional ; that is, to prepare, in the best possible manner, the pupils for the work of organizing, governing and instructing the Public Schools of the Commonwealth.

To this end there must be the most thorough knowledge: *first*, of the branches of learning required to be taught in the schools ; and, *second*, of the best methods of teaching those branches.

COURSE OF STUDY.

The *time* of the course extends through a period of *two years* ; and is divided into terms of twenty weeks each, with daily sessions of not less than five hours, five days each week.

BRANCHES OF STUDY TO BE PURSUED.

First Term.

1. Arithmetic, oral and written, begun.
2. Geometry begun.
3. Chemistry.
4. Grammar and Analysis of the English language.

Second Term.

1. Arithmetic completed ; Algebra begun.
2. Geometry completed ; Geography and History begun.
3. Physiology and Hygiene.
4. Grammar and Analysis completed.
5. Lessons once or twice a week in Botany and Zoölogy.

Third Term.

1. Algebra completed ; Book-keeping.
2. Geography and History completed.
3. Natural Philosophy.
4. Rhetoric and English Literature.
5. Lessons once or twice a week in Mineralogy and Geology.

Fourth Term.

1. Astronomy.
2. Mental and Moral Science—including the principles and art of Reasoning.
3. Theory and Art of Teaching,—including:
 - (1.) Principles and Methods of Instruction.
 - (2.) School Organization and Government.
 - (3.) School Laws of Massachusetts.
4. The Civil Polity of Massachusetts and the United States.

In connection with the foregoing, constant and careful attention to be given throughout the course to drawing and delineations on the blackboard; music; spelling, with derivations and definitions; reading, including analysis of sounds and vocal gymnastics; and writing.

The Latin and French languages may be pursued as optional studies, but not to the neglect of the English course.

General exercises in composition, gymnastics, object lessons, &c., to be conducted in such manner and at such times as the Principals shall deem best.

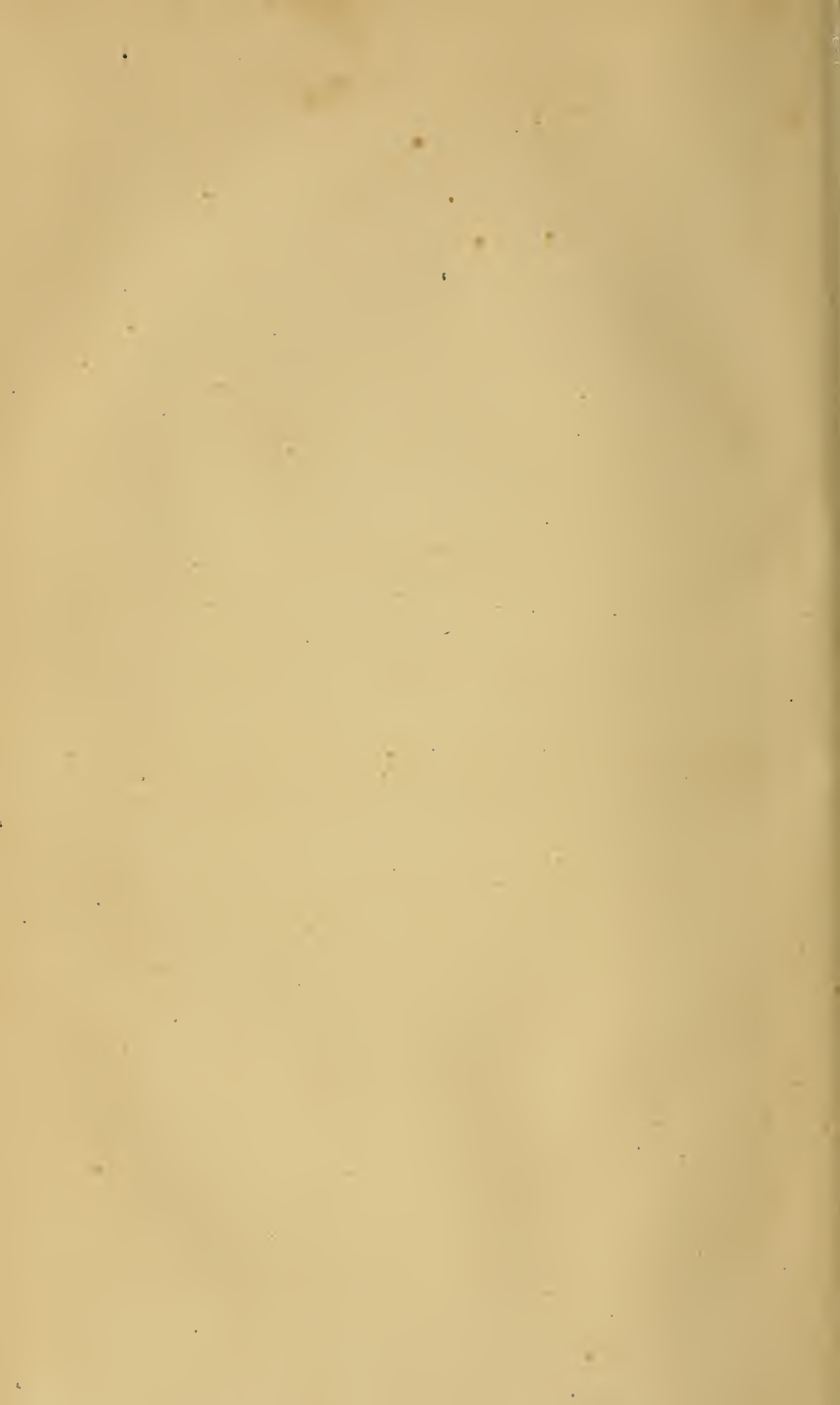
Lectures on the different branches pursued, and on related topics, to be given by gentlemen from abroad, as the Board or the Visitors shall direct, and also by the teachers and more advanced scholars.

The order of the studies in the course may be varied in special cases, with the approval of the Visitors.

The Board deem it unwise to encourage the formation of regular advanced classes, whose instruction cannot fail to divert a considerable amount of the time and attention of the teachers from the under-graduate course; but graduates who wish to review any part of their course, or to make more thorough attainments in particular branches, and who are willing to render such assistance as may be needed in giving instruction in the schools, may, with the consent and under the direction of the Visitors remain at the schools for a period not exceeding two terms.

ANNUAL MEETING, Jan'y 9, 1866.—The foregoing course of study in the State Normal Schools was read and unanimously adopted.

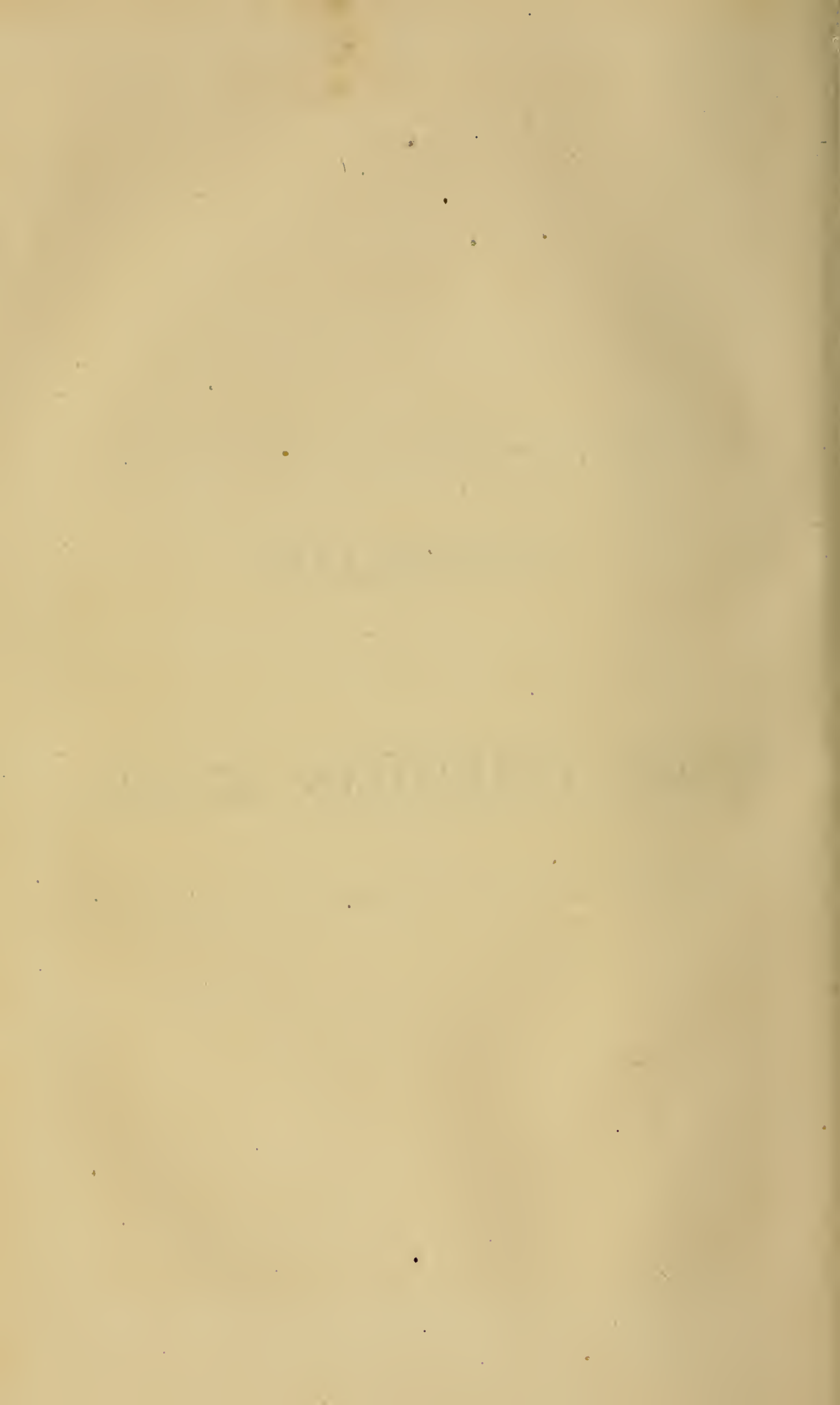
J. WHITE, *Secretary.*



ABSTRACT

OF

SCHOOL COMMITTEES' REPORTS.



ABSTRACTS.

SUFFOLK COUNTY.

BOSTON.

The special committee, who were charged with the duty of preparing the annual report of the School Board of the city of Boston for the year ending September 3, 1864, respectfully represent:—

That they have endeavored by a careful examination of the quarterly reports of the various district committees, of the secretary's minutes, and such other documentary evidence as it was possible to obtain, to inform themselves of the present condition, character, and standing of our system of public instruction; and, in order to arrive at some knowledge of the practical working of that system, they have visited and personally inspected as many schools, of all grades, as the time at their command would permit.

It is with feelings of profound gratitude to the Supreme Ruler of events, that we find, in the record of the school-year which has just closed — as in the history of so many that are past — abundant traces of that wise liberality and forethought of our fathers, in so incorporating the principle of the educational welfare of the people into the very essence and structure of the State, that no tumults, nor convulsions, nor shock of war can materially impede or disturb its healthful progress. In no year, within the recollection of the present generation, have so many opposing elements — military, political, financial, foreign, and domestic — seemed to threaten the stability of our most cherished institutions; in no year has our enlightened system of free schools, throughout this Commonwealth, and throughout New England, been more liberally, more resolutely upheld — with the abatement of not one jot or tittle of faith — by a people in the very throes of a rebellion, the most gigantic in its proportions, the most desperate in its persistency that the world has yet seen.

The schools of all grades under the care and control of the city, at the present time, are one Latin School for boys; one English High School for

boys; one High and Normal School for girls; twenty Grammar Schools, seven being for boys, seven for girls, and six for boys and girls; and two hundred and fifty-four Primary Schools for boys and girls.

The number of children of the school age, reported by the assessors as residing in Boston on the first day of May, 1864, was	32,764
The average whole number of pupils, belonging to the schools of all grades, during the year ending September, 3, 1864, was	26,961
The whole number belonging to the three High Schools was	725
The number belonging to the Grammar Schools was	13,523
The number belonging to the Primary Schools was	12,713
The whole average attendance of the pupils was	24,617
The average attendance at the High Schools was	691
The average attendance at the Grammar Schools was	12,601
The average attendance at the Primary Schools was	11,325
The per cent. of the whole attendance was	91.6
The per cent. at the High Schools was	94.50
The per cent. at the Grammar Schools was	92.80
The per cent. at the Primary Schools was	87.50

A comparison of these statistics with the corresponding items of the previous year, will show an increase of 617 in the number of persons in the city of the school age, a decrease of 90 in the average whole number belonging to the schools, and an increase of 101 in the average attendance. It will show a decrease in the whole number belonging to the High Schools of 8, and in the average attendance of 5; an increase in the whole number belonging to the Grammar Schools of 176, in the average attendance of 162; and a decrease in the whole number belonging to the Primary Schools of 258, and in the average attendance of 87.

This army of nearly twenty-seven thousand children is under the care and instruction of a corps of five hundred and eighty-five teachers, of whom sixty-three are males, and five hundred and twenty-two are females. Of this number, five hundred and sixty-five are employed in regular class instruction, and twenty in the teaching of special departments.

The expenditures for school purposes during the past year—though not so great as in some former years—have, absolutely speaking, been large. As has been well said by His Honor the Mayor, in his recent inaugural address, it speaks volumes for the enlightened liberality of the community that so large a sum is annually contributed to the support of our system of public education, by our tax-paying citizens, without a murmur of complaint. And we take it for granted, that if the sum thus appropriated, however large

it may be, has been expended judiciously and in the direction intended—as we sincerely believe it to have been—no one will wish it were less. Certainly no safer nor richer investment of capital could have been made. Now, if ever, we need the most careful and conscientious and thorough training of the rising generation in the elements of sound learning, in lessons of morality, of religion, of loyalty and love of country, and of liberty.

We have said that, taking them in the abstract, these expenditures seem large. But taken in comparison with the expenses of some other branches of the city service, this is by no means the case, as will appear from an examination of the following statistical summary of the whole amount of taxes, and the sums expended for schools, public institutions, streets, and police and health departments. The school expenses, as here given, include the alterations and ordinary repairs of the buildings during the year.

The amount of taxes paid into the city treasury for the last financial year, including the State tax, as appears by the auditor's report, was	\$3,398,397 83
The total expenditures for schools and school-houses, including additions and alterations and ordinary repairs of buildings, amounted to	471,281 94
For the three public institutions, the Houses of Correction and of Industry and the Lunatic Hospital, the expenses were	140,033 31
For repairs and improvements of streets and bridges . .	389,508 96
For the Police, Health, and Quarantine Departments, in the aggregate	463,781 61
In the same time the war expenses were	775,861 66

It is an interesting fact, moreover, and one that should not be lost sight of in the consideration of the large item of our school expenses, which we are accustomed to mention with so much satisfaction in our public statements, and to bring up so often in various ways before the attention of the people, that, taking a long series of years into account, the ratio of these appropriations has not increased in the proportion of the appropriations and expenses of some of the other departments we have named.

Our whole system of public instruction, as at present constituted, is under the general care and supervision of the Board of School Committee, consisting of the mayor, the president of the common council, and seventy-two members,—six from each ward in the city. The mayor, or, in his absence, the president of the common council, presides at the meetings of the board. Each of the High Schools is placed in charge of a standing committee of twelve, one from each ward,—and every Grammar School, with its appertaining group of Primaries, is intrusted to a committee in

number proportional to the school population and extent of the district. These committees are appointed by the mayor early in January of each year, and upon them is imposed the duty of attending to all the educational wants of the respective institutions under their care, of visiting and examining the schools, from time to time, and of presenting quarterly a written report, stating the results of these examinations and visits, to the board.

From the evidences furnished in these quarterly reports, during the past year, as well as from a personal examination of very many of the schools in each department, and in different parts of our municipality, we hazard nothing in saying that the high character and standing of our educational institutions has been fully maintained. The city is fortunate in having in the capacity of masters and sub-masters of the High and Grammar departments, a corps of high-toned, educated gentlemen—in the broadest and best, in every sense of the word—courteous, conscientious, earnest, energetic, having an admirable *esprit de corps*, with an eye single to the good of their pupils—devoted, in fact, almost to a fault, to the great interests they have in charge; for it is a devotion that has oftentimes resulted in the neglect of their own physical and pecuniary well-being. In this we can find abundant and sufficient reason for the general excellence of these departments of our school system, which, through a long series of years, has won for us a good name at home and abroad. This is, indeed, a part of the system; and, it has been truly said, that is always the best system of public instruction which secures and retains the best teachers. Nor are we likely to lose this prestige, so long as the standard of qualifications on the part of the candidates for the vacant places is being constantly advanced, and sounder attainments, a broader scholarship, and more liberal accomplishments are year by year required of those who aspire to the responsible post of instructor to the children and youth of our city.

The *High School department* of our city is made up of the Latin, the English High, and the Girls' High and Normal Schools.

The Latin School is the oldest of the educational institutions of Boston, having been founded in April, 1635. It has long held a proud pre-eminence, not only for its admirable course of study in the Greek and Latin languages, but for its excellent instruction in the modern languages, in mathematics, and the common English branches. Its regular corps of instructors, as at present constituted, consists of a master, two sub-masters, and five ushers, all of whom are college graduates. This school has been favored in having at the head of its honored corps of teachers, from its foundation down to the present day, an almost unbroken succession of men distinguished for ability and sound learning.

The object of the Latin School was primarily to fit our young men for college. Its graduates, from the breadth and thoroughness of their preliminary training, rarely fail to take high rank in whatever collegiate institu-

tion they may seek admission. To those, however, who cannot avail themselves of the advantages of a collegiate education, it offers, in its thorough course of collateral instruction, a fair substitute for what has been termed, by courtesy, a "liberal education." Not an unimportant part of the training of the pupils, in the first class of this school, is to be found in the frequent public declamations and debates, which are held once in about five weeks—on public Saturdays, as they are called—in the large hall, before the class and such of their parents and friends as may choose to be present. The participants in these exercises are stimulated by the hope of gaining the prizes which are so liberally held out to the winners of the first honors in this school. There is connected with the school a choice and valuable library, the property of the Latin School Association, containing many of the best editions of classical works and books of reference to be found in the country. This library is free of access to all the pupils of the school. The rooms are supplied with valuable models of ancient architecture, and the walls are hung with classical maps, and abundantly adorned with photographic and stereoscopic views of ruins and works of art, gathered from all parts of the world.

From the statistics of the past year, it appears that ninety-one pupils have been admitted, and one hundred and fourteen discharged, during the year. The largest number present at any one time was two hundred and fifty-seven. Fifty-seven were received from the Public Schools, and thirty-four from Private Schools and other sources. The average attendance for the year was two hundred and forty-seven. Facts will show that, taking into account a long series of years, more pupils have been admitted from the Private than from the Public Schools of the city; but, for a few years past, this condition of things has happily been reversed.

By the regulations, boys are admitted to this school, if properly fitted, as early as the age of ten years, and may continue for the period of six years, which completes the regular term of instruction.

The English High School is, like the Latin School, intended exclusively for boys, and is designed to give to the pupils, who have honorably completed their course in the Grammar Schools, an opportunity of thoroughly fitting themselves for the practical duties of life. The higher branches of an English education, including book-keeping, surveying, navigation, astronomical calculations, political economy, and civil engineering, are taught in this school. A good knowledge of drawing and of the French and Spanish languages can likewise be obtained from competent instructors. For a most interesting historical sketch of the origin and progressive growth of the English High School, and the important position it holds in our educational system, we refer with pleasure to the tenth semi-annual report of Mr. Philbrick.

This school, we have no hesitation in saying, was never in better condition, in all respects, than at the present time. But although it has registered on its rolls more pupils during the past year than in most previous years, its numbers are by no means so large as they ought to be, and, as will be seen by reference to the documents above referred to, its increase has failed, by a wide interval, to keep pace with the increase of our population.

The Girls' High and Normal School has been in existence only since 1852. It has for its object, to give to the girls, who have been taught in our Grammar Schools, the same advantages that are possessed by the boys in the English High School, and, at the same time, furnish opportunity to such as may desire it to qualify themselves to become teachers. The progress which has been made, and the results already obtained have amply indicated the wisdom and far-sighted liberality of its projectors. Within the short period which has elapsed since its foundation, three hundred and eighteen of its pupils have become teachers, of which number two hundred and eighty have received appointments in our city schools. It already numbers upon its roll of active and past members, upwards of fifteen hundred pupils. In this school, the class and departmental systems of instruction are combined. Hitherto more attention has been given to what are commonly denominated the High School branches of study, than to the strictly normal department of education, though the latter element of the school has never been wholly lost sight of. "Not only is there a most thorough and complete education here given," says one of the earlier reports upon this school, "but, by the peculiar methods of teaching in use, the pupils are eminently fitted to impart knowledge to others. Believing that a good Normal School, in which assistants for the Grammar department and instructors of the Primary Schools are prepared for their several duties, must be a High School, the projectors of this institution appropriated the greater part of the course to the higher branches." In a later report the committee say, "it has been a growing conviction, however, in the minds of those who have watched especially over the welfare of this school, that more time and attention ought to be given to practical instruction in the *art of teaching*."

By the action of the School Board during the past year, this important desideratum has been in a measure provided for. A Training School has been established, in connection with and as a special department of the Girls' High and Normal School, and provision has been made for a temporary apprenticeship of the pupils of that school, in the practical duties of teaching, in the Primary and the lower classes of the Grammar Schools. The Training School is at present located in one of the Primary buildings, in Somerset Street. It is attended by about thirty pupils, and promises to be a great auxiliary to our educational system.

The highest salaries paid by the city for public instruction are those to the masters of the three High Schools, after their fourth year of service,—the lowest those paid to the assistants in the Grammar Schools, other than head assistants, and to the teachers of the Primary Schools; we except, in this statement, the salaries of teachers of special branches of study. The aggregate amount thus paid by the city in the last school-year, (*inclusive* of the special branches,) was \$394,698.51. This is an increase of \$14,066.08 over the amount so expended in the previous year, and is owing mainly to an increase of the salaries generally, in accordance with a vote passed by the board in December, 1863, to the effect that all salaries, over \$400, and not exceeding \$1,000, be increased in the ratio of 15 per cent., and that all salaries of \$400, and under, be increased in the ratio of 20 per cent. This was adopted as a temporary measure, having reference only to the subsequent part of the school-year. At the usual meeting of the board, in June, when the salaries are fixed for the following year, this temporary schedule was dropped, and the salaries of the masters, sub-masters, and ushers, were advanced \$200, and of the head assistants, assistants, and Primary teachers \$100, above the sums at which they were placed in June, 1863,—the increase to commence with the beginning of the school-year, September 5, 1864.*

* Under this advance the salaries of the instructors in the Public Schools now stand as follows, viz.:—

The salary of the masters of the Latin, the English High, and the Girls' High and Normal Schools, is \$2,600 for the first year's service, with an increase of \$100 for each additional year's service till the salary amounts to \$3,000 per annum.

The salary of the sub-masters of the Latin and English High Schools, and of the masters of the Grammar Schools, is \$1,800 for the first year, with an annual increase of \$100 till it amounts to \$2,200.

The salary of the ushers of the Latin and English High Schools, and of the sub-masters of the Grammar Schools, is \$1,400 for the first year, with an annual increase of \$100 till it amounts to \$1,800.

The salary of the ushers of the Grammar Schools is \$1,000 for the first year, with an annual increase of \$100 till it amounts to \$1,200.

The salary of the first head assistant in the Girls' High and Normal School is \$700 per annum, and the salary of the other assistants in this school is \$600 per annum.

The salary of the head assistants in the Grammar Schools is \$600 per annum; and the salary of the other assistants in the Grammar Schools and of the teachers of the Primary Schools, is \$400 for the first year, with an annual increase of \$50 till it amounts to \$550 per annum.

The salary of the music teachers in the Grammar Schools is \$125 per annum for each school. The salary of the music teacher in the Primary Schools is \$1,200 per annum.

The salaries of the sewing teachers are as follows,—and the teachers are required to devote to the instruction of their pupils the time designated herein:—

The sewing teachers of the Adams, Lyman, and Wells Schools shall teach ten hours each week, and shall severally receive \$225 per annum. The sewing teachers of the Franklin, Lawrence, Lincoln, Bigelow, and Chapman Schools shall teach twelve hours each week, and shall severally receive \$260 per annum. The sewing teachers of the Hancock and Everett Schools shall teach sixteen hours each week, and shall each receive \$300 per annum. The

This action of the board was in response to a respectful memorial and petition from the teachers of our schools, setting forth that the exigencies of the times necessitated an increase of compensation for their services, to enable them to meet the largely increased expenditures incurred in the support of themselves and their families. This petition seemed to a large majority of the board justly entitled to their respectful consideration and regard. The question, indeed, in the minds of many, is whether under the circumstances the ratio of increase allowed is enough. It has always been the policy of our municipality to pay liberally for services well and faithfully rendered. And this is a wide and far-sighted policy. It is economy in its broadest and fullest sense. By such course alone can we hope to maintain, in times like these, the high standard of character and qualifications throughout the devoted corps of instructors of the children and youth of our good city. And while we do not desire that this class of workers for the public weal should be wholly relieved from the burdens imposed upon us all, by the circumstances of the times, we should bear in mind that the teachers in the schools, are, from the nature of their calling, in great measure shut out from competition with others for the more abundant prizes offered in such disturbed and abnormal condition of our industrial interests.

One of the interesting questions discussed and acted upon by the board, during the year under consideration, was that of the introduction of military gymnastics and drill into the Public Schools. This subject was first brought to the notice of the board in a petition signed by Edward Everett, Charles G. Loring, James M. Beebe, and others, "citizens of Boston, interested in the preservation of public order and the protection of property," praying that instruction in military drill might be forthwith introduced into the Public Schools for boys. A supplementary petition was at the same time presented, bearing the signatures of very many citizens of almost every calling and profession, asking for the introduction of military drill and discipline as a part of the daily exercises of our Public Schools, "believing that the hygienic effect of a thorough military training would prove it to be, not only the best system of physical exercises for the schools, but at the

sewing teacher of the Winthrop School shall teach twenty hours each week, and shall receive \$400 per annum. The sewing teacher of the Bowditch School shall teach twenty-three hours each week, and shall receive a salary of \$450 per annum.

The salary of the teacher of French in the Latin School is \$500 per annum. The salary of the teacher of French in the English High School is \$700 per annum. The salary of the teacher in the Normal Department of the Girls' High and Normal School is \$800 per annum; of the assistant teacher \$400. The salary of the teacher of French in the Girls' High and Normal School is \$500 per annum. The salary of the teacher of German in the Girls' High and Normal School is \$500 per annum. The salary of the teacher of drawing in the Girls' High and Normal School is \$800 per annum. The salary of the teacher of drawing in the English High School is \$500 per annum. The salary of the teacher of vocal music in the Girls' High and Normal School is \$450 per annum.

same time, inculcate a more manly spirit in the boys, strengthen and extend their faculties, invigorate their intellects, make them more graceful and gentlemanly in their bearing, and render them competent at the age of sixteen or eighteen years, to enter the field as privates or officers of any regular military organization."

The matter had previously, and at sundry times, been urged upon the attention of the people by the press. In an article in the "Boston Daily Advertiser," of July 21, of that year, (about the time, it will be remembered, of the serious riotous demonstrations which were so vigorously and effectually taken in hand by both the civil and military authorities,) the reasons which essentially governed the petitioners before mentioned were set forth substantially as follows: That for the better protection against riots and seditions at home, or sudden invasions from abroad, there should be maintained throughout the State the skeleton organization of a sufficient military force, even in times of peace, much more pending the threatening accidents of rebellion and civil war; that, to this end, elementary drill and instruction in the ordinary duties of the soldier in company, battalion, and regimental organization, must be insisted upon in all our Public Schools and colleges, and Normal Schools for young men, the State to make the giving of such instruction a condition for bestowing its aid. In furtherance of such plan, it was argued that boys, of ten years of age and upwards, will acquire a knowledge of this military drill as easily and as readily as they learn to swim or skate,—that the elements of tactics and drill thus acquired will never be forgotten, but the young men thus taught will always be ready, at a moment's notice, to fall into the ranks of a regiment, battalion, or company, and be effective,—will know enough to understand the word of command, to march and perform the common evolutions, without producing confusion in the ranks, to act as file leaders or closers, and, in case of emergency, as subordinate officers of regiments,—that, in fact, under such system of public instruction, there ought to be no such thing as an absolutely raw recruit in the Commonwealth of Massachusetts.

The petitions above referred to were duly presented at a meeting of the School Board, held on the third day of November, 1863, and a special committee was appointed to consider and report. Of this committee, Hon. George S. Hale, President of the Common Council, and *ex-officio* member of the School Board, was made the chairman. The committee, in their report offered a few weeks subsequently, unanimously favored the plan, which they urged both as a means of physical training and ultimately of national defence, and recommended that it be tried, at first as an experiment, in the Latin, English High, Eliot, and Dwight Schools, for one-half hour at a time, on three days in each week. They also recommended that a competent teacher be obtained to instruct, in such military gymnastics and drill, some or all of the masters and ushers of the schools. This report was

laid on the table and ordered to be printed. We refer our readers to another part of this volume for the document and its recommendations in full. At a subsequent meeting it was, with slight amendments, adopted.

At a meeting of the board, held in March following, the Committee on Military Drill reported that, so far, the experiments in the four schools above named had proved satisfactory. The quarterly report of the district committee on the Dwight School, at the same time, made favorable mention of the operations of the plan and its influences upon the ordinary school work. More recently, the masters of the several schools, in which the experiment had been given a trial, gave in, with more or less measure of approval, their adhesion to the scheme.

The term *elementary military drill*, as used in this connection, we conceive to have been happily chosen. By it is indicated that preliminary physical training which is practised in the best European schools and gymnasiums, for months and years before the tactics and manual of the soldier with his musket is begun. All this is preparatory to active military evolutions. It is rather the thorough and systematic carrying out of some well-considered plan of general physical exercises, which may be advantageously commenced in the Primary Schools, and carried thence, in regular gradation, up through all the classes of the Grammar and High Schools, and which has for its object the proper developing of the whole physical frame. It is this preliminary training of the body, systematically and persistently followed up, to which, no doubt, the Duke of Wellington referred when he said it was Eton that gave him Waterloo. It is a grave mistake to suppose that a reasonable amount of time given regularly to bodily culture would take from, or interfere with, the ability of the pupils to accomplish, in the allotted time, their proper quota of ordinary school work. On the contrary, the mind is thus recreated with the body, and applies itself more vigorously, as well as more easily and healthily, to its tasks. Says an eminent English authority, in speaking of the effects of the elementary military drill at the Windsor School, where the custom was early established, "It has proved efficacious in producing orderly habits, as well as great physical improvement." The distinguished and Reverend Provost of Eton says, also, "Where elementary military drill has been established, it has been found to conduce to the discipline and order of the schools, and to maintain the advancement of the scholars, as well as their physical development and improvement." If further arguments were wanted to show the necessity of some such regular and systematic effort to give to the rising generation a proper form and physique, we could cite the melancholy array of physical disqualifications brought to light so abundantly in the recent national drafts. Our army hospitals, too, proclaim loudly the same mortifying record of disability from exhaustion and disease, in an overwhelming ratio over that resulting from wounds and accidents; and this, too, in an

army remarkable for the completeness of its sanitary regulations and the number and severity of its conflicts in battle. The fact is indeed undeniable that physical degeneracy is one of the characteristics of our people.

Upon general hygienic principles, therefore, as well as from the knowledge of the beneficial effects of the plan upon the other studies of the pupils, so far as it has been tested,—upon the belief that too little of well-directed and systematic physical discipline has been, and still is, the great and crying evil of our system of Public School instruction in Boston, in Massachusetts, and in New England, and, finally, upon the grounds of a broad nationality and of patriotism, we are disposed to concur in the opinions of the special committee upon this subject, so far as relates to the introduction of elementary military drill and physical culture, as above presented.

IN SCHOOL COMMITTEE, December 8, 1863.

The Committee appointed under the foregoing order respectfully report:—

That they are of opinion that it is expedient to introduce instruction in military gymnastics and drill into the Public Schools for boys, both as a means of physical training, and ultimately of national defence. They think this instruction should commence with the younger classes, in gymnastics, which they consider well calculated to adapt the pupil for military movements, as well as of great utility in promoting their health and their capacity for study, and believe that the time necessary for this purpose, even if taken from the present school-hours, will be well employed, and rather increase than diminish the amount of study which may safely be required of them.

They hope that a system may hereafter be introduced, embracing all the schools in the State, and providing for the necessary supervision of this branch of education, and therefore do not feel it advisable to present, at this time, all the features of such a system as it might otherwise be desirable to adopt for this city alone. At the same time they are of opinion that steps should be taken at once for the introduction of such instruction, as an experiment at least, in some of our Public Schools. They are of opinion that the instruction should be given by the teachers, and, after a time, in large measure by pupils selected for that purpose under their supervision;—that the older pupils should be formed into one or more companies, under the direction and command of their teachers, but with officers from their own number. It may be desirable, hereafter, that regiments and brigades shall be formed of companies from each, composed of those boys who excel, and whose admission to these companies will be a mark of honor for themselves and a stimulus for their associates. They would propose to try the experiment by obtaining a competent instructor in gymnastics and drill, who should instruct some or all of the masters and ushers. They would then recommend that in the Latin, English High, Eliot, and Dwight Schools, one half-hour on Monday, Wednesday, and Friday of each week, probably from twelve to half-past twelve o'clock, should be devoted to this purpose, in the open air, but if the space available is not sufficient, and when the weather is unfavorable, then in some room in the school-house, or in some suitable place to be provided in the neighborhood—and that, after a sufficient trial, the results should be reported to the board, and such further arrangements made, if any, as they may deem expedient. Your committee have designated these schools because the Latin and High Schools contain the oldest pupils, and

are, perhaps for other reasons, best adapted for a trial, while instruction of this kind has already been attempted with gratifying results in the Dwight and Eliot Schools.

They recommend the passage of the accompanying order.

GEORGE S. HALE, *for the Committee.*

Ordered, That , be a committee with authority to provide a suitable instructor in military gymnastics and drill for teachers in the Public Schools for boys, and that said committee be authorized, upon consultation with the masters and teachers of the Latin, English High, Eliot, and Dwight Schools, to introduce such instruction in those schools for at least half an hour, three times a week, at such times and in such manner as they may consider expedient, and to provide suitable rooms therefor, if necessary, and hereafter to report to this board.

Upon the establishment, in 1857, of a regular standing committee on music, as a part of the organization of this board, the rules and regulations were, upon the recommendation of that committee, so amended as to provide that singing shall form part of the opening and closing exercises of every session of the Primary Schools, and such time be devoted to instruction in music in each school as the sub-committee of the district may deem expedient. Practically, however, very little was accomplished in this direction, owing to the want of some well-concerted plan of action, which was increased by the lack of the requisite knowledge, in too many instances, on the part of the teachers, on whom the responsibility of this, as of the commoner branches of primary instruction, was made to rest. The music committee became soon aware of this practical difficulty in the case; and of the need of a more thorough and efficient mode of primary teaching in this branch of study. The plan of employing a special teacher of music for the schools of the Primary department was early proposed, and, in subsequent reports, many times urged upon the attention of this board. The Superintendent of Schools warmly seconded the proposition. It was referred to and indorsed in one of the school committee's annual reports. An objection still existed, however, on the part of the music committee, to the recommendation of decisive action upon the subject, till a teacher could be found in every way competent to assume a post of such responsibility and importance. It is only within the last year that this desideratum, it is believed, has been obtained. Mr. L. W. Mason, of Cincinnati, a gentleman of extensive acquirements and accomplishments, and of large experience in the teaching of children in this specialty, has recently been appointed to the office above named, and has entered upon his duties with zeal and well-directed effort. Much may reasonably be hoped for from this beginning,—for beginning it really is, in the proper and systematic study of so interesting a branch of our educational system. And we look for its influence, in a marked degree, upon other than musical acquire-

ments merely. It will tend, as we believe, more than any one measure as yet adopted in our Public Schools, to eradicate that soulless Primary School tone which has passed into a proverb—to correct the prevailing habit of inadequate and defective utterance, and to lay the foundation for the acquirement of that *melody of speech*, the lack of which has been justly regarded as our national characteristic. The subject has already been alluded to, in this light, by the gentlemen who prepared the annual report of the school committee for 1858; and the views there expressed so fully coincide with our own, and are so ably and clearly set forth, that we make no apology for transferring the passage to these pages, entire:—

“The child, before its eighth year, is to master some of its most difficult tasks; to make very important acquisitions; and to form its most controlling habits. No acquisition in the course of life is more important or difficult than that of the alphabet; no habit so hard to eradicate as that of a faulty enunciation. Both these branches of instruction are within the jurisdiction of the Primary School. To say nothing of the multitude of *things* and objects, of which the Creator designed the young child to make the acquaintance during the first years of life, and the knowledge of which and of their names is to be given here, the use of the vocal organs must, in most cases, be gained from the judicious Primary teacher. The brogue of the Irish child, or the nasal intonation of the young American, must be corrected by her. It is to her that we must look (if she is to supply the want of early home training,) for what all classes in America need—*educated speech*. We do not mean by this the pronunciation of each separate word, as learned from the dictionary; for that is but a part, and a small part, of the vocal culture of a well-educated or well-bred man or woman. The words may be given with a painful distinctness, sounding as if they were spelt, and yet the sentence may have a most harsh and uneducated sound. What we want is the *music of the phrase*; that clear, flowing, and decided sound of the whole sentence, which embraces both tone and accent, and which is only to be learned from the precept and example of an accomplished teacher. No civilized nation, at the present day, is so deficient in agreeable and finished speech as our own; and, as we are by no means a silent people, the defect is extremely conspicuous.

“This is a fault which we are not likely to correct, if we believe what we so frequently hear,—that we speak English better than the English themselves. In a certain sense this is true. An English miner, or ‘navvy,’ speaks incomparably worse than any man who is to be found in New England. He does not, however, profess to speak English. His corrupt and harsh dialect, his ungrammatical and unintelligible sentences, are those of an illiterate and degraded class. But an educated Englishman, Frenchman, German, or Italian, who professes to speak his own language, speaks it with a grace, an ease, an eloquence, to which most

educated Americans make no pretension. The art of speech and the use of colloquial language must be learned very young, from hearing others speak, and from speaking ourselves; not from spelling-books or dictionaries. These last teach us to write, not to speak. The great American nation is the only one, so far as we know, (unless, as we hear, the same is true of Australia,) who speak the English language through their noses, and not through their mouths; and this imperfect utterance is as distinguishable and as offensive to a well-educated ear, as the brogue of Ireland or the burr of Northumberland. This peculiarity of speech has slowly and insensibly, but steadily, diminished under our Common School system. We believe, too, that it is less perceptible in Boston than in most parts of New England; and, by proper attention in the Primary Schools, it may, at last, be softened, till it reaches the point where it becomes merely characteristic and not disagreeable. We have no desire to make our children imitators of the English, for that would only bring upon them the fate of the eminent reviewer, who was said to have 'lost the broad Scotch and gained the narrow English;' but, without either affectation or artifice, we may teach them a far more polished and musical speech than has yet prevailed, and may do away with what is now the just reproach, that we speak and write our mother tongue as if it were a dead language."

As an important step towards arriving at this result, the report, from which we have so largely quoted, recommends the more complete introduction of the study of music into the Primary Schools, and the employment of a special teacher for that purpose. "If this teacher," it adds, "can aid in giving the elementary sounds of words and letters, it will be a great advantage."

Such is the course proposed to be adopted, as far as practicable, by the music master who has just commenced his duties in the Primary department of our schools. We say, as far as practicable, for, while it is evident that the judicious and well-directed aid, which can thus be given by the special teacher in question will go far towards rectifying the evils we have alluded to, it is likewise clear that the requirements of strictly musical direction and instruction—in the extensive sphere allotted to his care—will tax, in large measure, his time and his strength. What remains to be provided for, therefore—in order to the attainment of this most important, though collateral benefit, a refined and musical utterance, in the great multitude who are, in other respects, educated with so much carefulness in our elementary schools—is a stricter attention to the physical training of *the vocal organs and their accessories, especially*, which both precedes and accompanies the development of the musical voice. This preparation, as we have before intimated, must be looked for in some systematic plan of physical exercises, begun at an early age, by which the pupils are taught from the first to stand and sit erect, and give freedom and full play to the organs of

respiration and of speech. Such system should be judiciously but conscientiously pursued throughout the entire period of primary pupilage,—that to a correct posture may be added that harmonious growth and development of the whole body which is essential to the healthful action of any of its parts. If, in connection with such careful physical training, the child be daily exercised in the practice of the elementary sounds which promotes distinctness of articulation, and gain some knowledge and appreciation of musical tones, it will readily acquire a flexibility and facility of utterance, and that nameless element in spoken language which makes the “music of the phrase”—*refined and educated speech*.

There is another point, connected with the administration of our school system, to which the attention of educators and the public generally is now turned with anxiety and well-grounded fear, and which demands at our hands more than a passing notice: we mean the practice which prevails, in some of the Grammar and High Schools, of straining the mental powers of the pupils under the “high pressure system” of study, as it has been termed. Mr. Philbrick has pointed out the nature and extent of this evil in one of his excellent reports and has boldly and emphatically expressed his disapproval of the practice. [Mr. Philbrick’s remarks are as follows :—]

Grammar Schools.—These schools are generally in an excellent condition. They are presided over by able and experienced masters, and their classes are taught by well educated and faithful teachers. The buildings which have been provided for their accommodation are spacious, convenient and comfortable. The course of study prescribed for the different grades of pupils is, in the main, judicious and appropriate. The attendance is good. The instruction given is certainly as good as it has ever been. No intelligent person can visit these noble schools, and witness the orderly deportment, the brisk activity and cheerful studiousness of the thousands of pupils within their walls, and observe the earnest devotion of the hundreds of accomplished teachers who are engaged in imparting useful instruction, without carrying away the conviction that they are doing an immeasurably great and good work for the children of the city.

But while these schools are justly entitled to high commendation for their general excellence, it must be admitted that they are not in all respects what they might be; that there are faults and imperfections, in some of them at least, which demand attention. I shall now indicate one particular wherein there seems to be need of improvement. I refer to what is called the “high pressure system,” which appears to me to be the most prominent evil. I am fully convinced that, in some of these schools, the pupils are overworked,—that they are overworked to such an extent as to constitute an evil of great magnitude. This evil exists in both the upper and lower

classes, but it is more fully developed, and more injurious in its effects, in the highest divisions, where the pupils are competing for medals. It is found in the schools for boys as well as in the schools for girls, although it is more general and more harmful in the latter. The baneful effects of this mistaken system are not limited to a few individual pupils, who come to school in delicate health, and without the ordinary power of endurance. They are destructive to the health of scores and hundreds who commence their school life with sound and vigorous bodies. This hurtful system operates in three ways to the injury of pupils,—physically, by preventing bodily exercise and recreation; mentally, by exacting too constant and too severe intellectual application; and morally, by unnecessarily tempting children to deceive in order to escape the consequences of failures in lessons. Dr. Warren says: “A close and constant occupation of mind, too long continued, lessens the action of the heart; and a languid circulation, thus being induced, prevents the full *growth of the body*.” If the opinion of this eminent authority needed confirmation, our girls’ schools could furnish it in abundance. Is it the design of Providence that all the brightest girls should have the most feeble and puny physical powers? But this absurd theory could be established as a scientific fact, by an examination of our schools, if it is only admitted that the children have not been stunted by the processes of education. Did my limits permit, I could produce evidence enough to satisfy any candid mind that overtaking is a very great evil in our schools,—that it is an evil which an intelligent community ought not to permit.

“But how does it happen,” I am often asked, “that parents do not complain of this evil more frequently and more loudly, if it is what you represent it to be?” To my mind the answer is obvious and sufficient. In the first place there are complaints. Not a few come to my ears from sources which deserve the highest credit and confidence. But the reasons why there are not more are various. Many parents are not aware of the evils which their children suffer. Many are unwise enough to suppose that children cannot be kept too close to their books; that the harder they can be made to study, the more capable and successful they will be in after life. A great many keep silent because they are ambitious that their children should receive the distinction of a diploma or a medal, and they fear that any interference with their lessons will defeat this darling object. A great many more are constrained to abstain from complaints by the entreaties of their children, who fear that any complaints about their tasks will cause them to be degraded in rank, which, in their estimation, is a mortification terrible to think of. These are some of the reasons for the apparent acquiescence of parents in this unwise system.

I shall not undertake to say who are to blame for the existence of this evil. Probably the blame should be share by several parties. There are

certainly some members of the committee, and some teachers, who see and lament it, and would remedy it if they could. I think there are teachers who put on the "high pressure," not because they think it for the good of their pupils, but because they feel compelled to do so for fear of being considered inefficient, if their pupils do not come up as high, on examination, as the pupils of certain other schools.

I have already intimated that this evil is more general and more injurious in the girls' schools than in the schools for boys. There are two causes which produce this difference in favor of the boys and against the girls. One is found in the difference between the sexes in respect to constitution and habits of life. Emulation is more easily excited among girls than among boys, while at the same time the former are less capable of endurance in consequence of being deprived of much of the out-door recreation which most boys contrive to get in spite of tasks. The other is found in the severe competition between a part of the girls' schools with reference to the examination for admission to the Girls' High and Normal School.

By far too much importance has been attached to the fact that certain schools have attained a very high percentage on this examination. Great injustice may be done to schools by giving too great prominence to a single element of comparison. Now the mere fact of getting a high percentage on the examination for admission to the High Schools, is a very narrow and insufficient basis on which to found the rank and reputation of a school. I should wish to have some evidence besides this before I should admit the superiority of a school. I should wish to know *how many* pupils are sent, considering the whole number and the material of the school. I should wish to know the *ages* of the pupils sent. But, above all, I should wish to know something about the success of the pupils, from the respective schools, *during their High School course*. If this matter were fully understood, measures would be adopted which would lead to a wholesome and useful emulation, an emulation between the schools in respect to the production of the best educational results, on the whole, rather than in respect to a single test, and that an equivocal one, to which other important considerations are sacrificed.

In my judgment, the physical development, the size, and the health of the pupils sent to the Girls' High and Normal School, should be taken into the account, along with the percentage of correct answers, on the examination; in estimating the merit of the schools from which they come. The problem is to produce good intellectual results without inflicting physical injury. This requires skill in the teacher. It requires no genius to assign long lessons and require pupils to commit them to memory. But it does require skill to economize in respect to time and strength, and avoid wearisome and useless toil.

But there is another way in which nearly all the pernicious effects of which I have spoken might be prevented. It consists in simply obeying the regulations, in letter and *spirit*. In the first place, the provision that prohibits out of school lessons for girls, should be sacredly regarded. This provision is now violated both directly and indirectly. In some schools it is put to the vote of the children to decide whether they will consent to get lessons out of school. Is this right? Is it proper? Of course the pupils will vote as their teachers wish them to. The provision is violated indirectly by permitting or requiring pupils to come before school hours, and remain after school hours, for the purpose of learning their lessons. The rule in regard to recess is violated. Pupils are permitted or required to study at recess, instead of occupying the time prescribed in exercise and relaxation and recreation. I would not be understood as saying that these rules are universally disregarded. Nor do I think they are generally disregarded. Still, they are violated to an extent which requires attention.

I regret to say that the provision in Section 21 of Chapter VIII. of the regulations is not generally complied with. This provision requires gymnastic exercises each half day, and a liberal construction of its language would permit such exercises *twice* each session; and if it were faithfully carried out in all the departments of every school, it would operate very powerfully both in preventing and in counteracting the effects of the "high pressure" system.

When anything is said about moderating the severity of study in schools, there are some who are ready to cry out that the schools are to be ruined, that the standard is to be lowered, and that the children and teachers will have nothing to do. This senseless cry is based on the absurd assumption that there is no such thing as a wise moderation; that there is no such thing as a middle, safe, judicious course; that all attempts to avoid one dangerous and hurtful extreme must necessarily produce all the evils of the opposite extreme. The standard of that school is the highest which benefits its pupils the most *on the whole*. I know some teachers among us who steadily keep this true standard in view, and faithfully endeavor to realize it in their own schools. I believe that all our masters desire to labor for the best good of the pupils under their care. But they feel more or less under constraint. They feel compelled to prepare for certain tests. These tests are not always what they should be, and hence the preparation for them does not produce the best educational results. But these tests are prescribed by the committee. I therefore conclude this topic, which has been extended beyond my expectation, by suggesting the importance of endeavoring to give every teacher credit and commendation according to the real good he does for his pupils, and not according to any one partial and insufficient test. This is the true way to cure the evil of overworking pupils, and of encouraging right methods of teaching.

The provisions of our system of schools, as embodied in our rules and regulations, are, in the main, wise and liberal. They are the growth of many years. The man who calls them crude and foolish, only declares his own profound ignorance of the whole matter. But the wisest system that the wit of man could devise would be worth nothing without a wise administration of it. Whatever the rules and framework of the system may be, as embodied in written language, the character of the schools will be what the committee and the teachers make them. It is for the committee to make the rules and for the teachers to obey them; and I fully believe that a strict, conscientious observance of the rules, in letter and spirit, keeping in view the best good of the pupils, on the whole, without regard to show or comparison or rank, this great evil, to which I have called attention, would be remedied, and that no teacher's just reputation would suffer.

Superintendent of Public Schools.—JOHN D. PHILBRICK.

Let us define what we mean by this "high pressure system" of instruction. It is not that the course of study in our Public Schools is altogether too extended and too severe for the average mental health and capacity of the pupils; for such, we believe, cannot in justice be said to be the case. On the contrary, as has been correctly and justly said, the provisions of our school system are, in the main, wise and conservative. They are the growth of many years: they have been framed with much care and consideration; they are adapted to the mental wants and capacities of our youth, and are receiving at the hands of the school committee a constant and watchful supervision. Any one, who will take the pains to examine the code of rules and regulations by which our school system is governed, will find therein abundant restrictions for the bodily and mental health of the pupils. It is not so much the system, therefore, as the *administration of the system*, which is in fault. It is what has been described as "that goading and pressure which contemplates the achievement of the highest possible acquisition in the shortest time." Nor does the evil complained of pertain to all the schools of the Grammar and High departments. The boys' schools are, very many of them, exempt; and a portion only of the girls' schools can be fairly included within the category. But the evil, where it does exist, stands out prominently, and is working the most serious and disastrous results.

A visit to the school-rooms throughout the city will reveal at a glance, to the practised eye, where these palpable violations of the laws of health are insisted upon. It can be seen in the rounded backs and hollow chests,—in the sallow complexions, the lack-lustre of the eyes, and in the listless *posé* of the occupants of the desks. Nothing is more certain, within the sphere of medical knowledge and observation, than that a persistent and long-continued overworking of the brain produces deterioration of the blood,

and all its train of attendant physical evils, as surely as an inadequate supply of nourishment, or a too long exposure to unfavorable hygienic influences, of whatever nature; and when this straining of the mental powers is accompanied, as is too often the case, with a high temperature and an insufficient and vitiated atmosphere, the degeneration is doubly accelerated. Nor is the physical health alone endangered by such excesses. Says Dr. Ray, a most eminent authority in such matters: "Among the remoter agencies in the production of mental disease, I doubt if any one, except hereditary defects, is more common at the present time than excessive application of the mind when young. The immediate mischief may have seemed slight, or have readily disappeared after a total separation from books and studies, aided, perhaps, by a change of scene, but the brain is left in a condition of peculiar impressibility, which renders it morbidly sensitive to every adverse influence."

We might add proof upon proof to the truth of these views, by a reference to the records of hospitals and asylums all around us. But it is not necessary or expedient to enlarge upon these facts and results,—which facts and results, however, following upon the violation of the laws of physical and mental hygiene, are as fixed and inevitable as they are painful to contemplate.

The inquiry naturally arises, For what is all this risk of health and happiness thus staked? To secure a brilliant examination and the commendation of committees, and the high rank and emoluments consequent upon the attainment of some real or fancied standard of success! "But few can be aware," says President Stearns, "how prodigious is the pressure to which many schools are subjected in this particular. Comparisons, competition, reputation, annually or quarterly meted out salary, all urge upon the teachers the most strenuous efforts and the necessity of the greatest and most obvious results. Hence comes an almost irresistible temptation, impelling teachers without regard to the pupil's health, without regard to the nervous sensitiveness and over-action of some, or to the unblamable because natural dulness of others, to excite by ambition, to drive by fear, to goad by humiliating remark till the expected result is fully secured."

This is the truth with regard to the agency of some of our schools in the production of the evils we have depicted. We should be wrong, however, if even in the most aggravated instances of the goading and stimulating process which have come under our observation, we should impute the blame wholly to the maladministration of the schools. Much, very much of the evil has its origin in the homes of the pupils,—in the ambition of parents that their children should at all hazards take high rank in their class,—and the consequent encouragement to over-application in out of school tasks. More than this, the prevailing negligence of a proper home culture, and the indifference or ignorance, that exists in so many home

circles, as to the observance of even the most obvious of the laws of physical and mental hygiene, is laying the foundation for ruined health and enfeebled constitutions all over the land. Too much time is devoted to sedentary, in-door occupations ; to the acquirement of the graces and accomplishments of life, as they are called ; to the excessive reading, the devouring rather, of sensational and unprofitable books, by the children in the households of the rich,—and, in those of the laboring classes, there is too much confinement in close rooms, too little regard to the proper culinary preparation of food,—in both too little appreciation of the value of pure air and of sunlight, and the other numberless but most important hygienic and sanitary requirements of home life. As a general rule not enough time is given to sleep ; not enough to exercise, and healthful, joyous recreation in the open air. The condition of the young and growing child is a forced and unnatural one ; it is too much of a hot-house growth.

There is, no doubt, something in the very nature and composition of our climate, that renders these habits of the children of the present day more hazardous to the future well-being of the mature man or woman in America than almost anywhere else upon the civilized globe. Says the distinguished authority we have already quoted : “ The remarkable nervous excitability of our own people, as indicated by restlessness, impulsiveness, impetuous and boisterous movement, is probably due to this cause, and is strikingly manifested in the insanity of this country, as compared with that of others.”

In looking, then, for the remedy of the evil in question, we must obviously begin at home. And, so far as the schools are concerned, we concur in the statement made by the superintendent in his March report, that a strict and conscientious observance of the rules and regulations, which embody the provisions of our school system, in their letter and spirit, would go far towards the removal of the difficulty. Let the district committees, on whom rests the responsibility, see to it, then, that these requirements are faithfully complied with. Let there be no infringement, directly or indirectly, upon the injunction now existing against out of school lessons on the part of the girls. This provision, it has been said,—and from personal observation we know it to have been truly said,—is now violated both directly and indirectly. “ In some schools,” says the report above named, “ it is put to the vote of the children to decide whether they will consent to get lessons out of school. The provision is violated indirectly by permitting or requiring pupils to come before school hours, or remain after school hours, for the purpose of learning their lessons. The rule in regard to recess is violated. Pupils are permitted or required to study at recess, instead of occupying the time prescribed in exercise and relaxation and recreation.” Let this be reformed altogether. Let the time appropriated for recreation and physical exercise be sacredly devoted to these specific

objects,—not curtailed or hurried over, or taken from out of school hours. Above all, let the physical condition and development and sound health of the pupils come in for their full share of credits, in determining the merits of each school; and let those schools stand confessedly first in estimation and in rank, which are found to have most benefited their pupils physically and morally, as well as intellectually; and, finally, let such teachers as continue systematically to persist in subjecting their schools to undue pressure, receive openly and unqualifiedly the condemnation of this board.

School Committee.—J. BAXTER UPHAM, EDWIN WRIGHT, DEXTER S. KING, JOSEPH L. DREW, ENOCH C. ROLFE, WM. H. LEARNARD, Jr., EDWIN BRIGGS.

Girls' High and Normal School.—The distinguishing feature of the past year's history of this school, is the distinct recognition and development of its Normal department. The committee brought this subject before the board at the quarterly meeting in March, and asked for the passage of an order authorizing them to confer with the committee on rules and regulations, in relation to the adoption of some plan by which the pupils could acquire a knowledge of the art of teaching. This order was passed, and the whole matter was carefully considered at a full meeting of the two committees, and afterwards reported to the whole board.

It was recommended that there should be a separate department, under the charge of an experienced teacher, for the purpose of training instructors for Primary Schools; and that the members of the senior class should each serve a short apprenticeship in the Grammar Schools under the supervision of the masters.

On the 17th of May, 1864, the following orders were adopted by the school committee:—

Ordered, That the committee on the Girls' High and Normal School be authorized to employ a special instructor in the Normal department of that school, with a salary not exceeding \$800 per annum.

Ordered, That those members of the senior class in the Girls' High and Normal School, who intend to become teachers, shall be required to attend the sessions of the Primary and Grammar Schools in the city not less than four weeks during the year, in order to observe the methods of teaching, and to acquire practical knowledge of the instruction and government of schools by acting as teachers themselves,—it being understood that they are to be under the supervision and direction of the chairman of the district committee, and of the master of the school in which they are employed, and that they are to receive no remuneration.

In accordance with the first of these orders the committee appointed as teacher in the Normal department, Miss Jennie H. Stickney, a young lady who has peculiar qualifications for this office, and who has been educated at the Training School in Oswego, under the charge of Mr. E. A. Sheldon.

She entered upon her duties on the 13th of June, and has been employed during the remainder of the year in maturing plans for the new branch school which is to go into operation at the beginning of the school-year, in this present month of September. The best method of combining the study of theories of education with their application has been carefully sought. There are many objections to the plan of forming model schools for the express purpose of allowing the pupils to practice in them. The experiment was tried a few years since in the Mason Street school-house, and failed. It has been thought better to introduce the class of young ladies, who are to be under Miss Stickney's charge, into a school already established. The Winthrop district committee kindly offered the use of the Primary School-house in Harrison Avenue with the privilege of assisting the teachers in the schools in that building; and the following note was received from the chairman of the Bowdoin committee:—

BOSTON, June 18, 1864.

In behalf of the Bowdoin district committee, I hereby tender to the committee of the Girls' High and Normal School the Primary School and building on Somerset Street, to be used for the purpose of a Training Department of the Girls' High and Normal School.

JOHN H. LAMSON, *Chairman.*

This offer was accepted, and the City Council, at the request of the school committee, have made the alterations required to adapt the Somerset Street school-house to the purposes of the new school, and have supplied additional furniture and apparatus in the most liberal manner. A large and pleasant room on the first floor is to be occupied by a class of twenty-nine young ladies, who have completed the course in the Girls' High and Normal School. In selecting them, regard is had to moral as well as intellectual qualifications, to industry and faithfulness, and to the possession of those various powers and accomplishments which belong to a successful teacher. They will continue in the school until the first of March, when they will be ready to receive appointments, and a new class will take their place. Young ladies educated in other schools may be received as pupils, but preference will be given to those educated in our own Normal School. The studies to be pursued are natural history, mental philosophy, the theory and practice of teaching and the various systems of education. The school will be in session from nine until two o'clock. One-third of the time will be spent in study; one-third in recitation and the discussion of principles; and the remainder in teaching the children of the three Primary Schools in the building. These schools contain the six grades of the Boston Primary School system. They will be in session from nine until half-past twelve; permission to dispense with the afternoon session having been given by the board. The children will attend to the studies prescribed in the regulations. Reading, spelling, and arithmetic are to be taught by the best and most generally approved methods, and the children will be

prepared for the Grammar Schools in the same time as in other Primary Schools.

It is also proposed to introduce here those varied, interesting, and intellectual exercises which are commonly, but not very correctly, embraced under the general term of object lessons. The design of this method of instruction is to add to the child's general intelligence, awaken his interest, make study a pleasure, and give activity and power to his mind. Lessons adapted to the peculiarities and wants of childhood will be given, on animals, plants, form, size, color, and other subjects. Although these schools are to be subservient to the great purpose of preparing the young ladies for the work of teaching, yet the committee anticipate that the children will derive great benefit from the improvements that are to be introduced. Each of the pupil-teachers will instruct a class of children for two weeks, under the constant oversight of an experienced instructor. The changes of teachers and of exercises will help to keep alive the attention and interest of children who are generally overcome by weariness before the close of a long session, devoted to the study of the reader, speller, and arithmetic. Persons experienced in education say that if one-third of the school hours, during the early years of a child's life, is devoted to these object lessons, the materials for which are gathered from the wide fields of nature and art, the remainder will be found sufficient for a thorough education in the elementary branches which now occupy the whole time in school. The young ladies who are to hear the Primary School children recite, will not be, as some might perhaps suppose, ignorant of their profession, and placed here to learn by trying experiments upon their scholars. They will apply the principles which they are learning, under the watchful supervision of Miss Stickney. Her constant presence and superintendence will secure uniformity of instruction and discipline.

And the three teachers already in charge of the schools will retain their positions, attend to the moral training of the children, and, during a portion of every day, will exercise uninterrupted and exclusive control over their classes. They will continue to be responsible to the Bowdoin district committee, who do not relinquish the care of these schools when they permit the committee on the Girls' High and Normal School to introduce new teachers with new methods of instruction.

In forming plans for this new department, the committee have been aided by the valuable counsels of the Superintendent of Public Schools, who said seven years ago, in the quarterly report to which allusion has already been made : "The need of thoroughly-trained teachers to fill the numerous vacancies that occur in the Primary Schools exists. How shall this need be supplied? I answer by the establishment of a Primary Normal School. * * * Perhaps the time has not come to establish one here; but that such schools are destined to constitute a part of every

complete system of public instruction I entertain not the shadow of a doubt." There may be reasons for modifying the system now adopted, and the committee will be ready to make improvements, to correct any evils that may be discovered, and to do all that lies in their power towards bringing to perfection this most valuable and important institution. They hope to present to the city, every year, teachers fitted for their noble work by a good High School education, by professional training and by experience.

Besides the advantages to be given to those young ladies who will compose the class under the tuition of Miss Stickney, facilities for learning the best methods of instruction will be afforded to all members of the school who wish to become teachers. In their senior year they will be sent out to the Grammar Schools, placed under the charge of the masters, allowed to observe how schools are taught and governed, and permitted to assist in hearing recitations. If found qualified they will occasionally be intrusted with the whole charge of a class. The masters will thus become acquainted with those who are ready to act as substitutes or temporary teachers, and who will be candidates for vacancies that may occur.

For the Committee.—HENRY BURROUGHS, Jr.

CHELSEA.

The schools of the city are now, one High School for both sexes; one Grammar School for boys; one for girls, and one for both girls and boys; and twenty-six Primary Schools, for boys and girls.

The number of persons entitled to the privileges of our schools is not far from four thousand.

The whole number of teachers in actual service at the close of the year was fifty-six; three males and fifty-three females.

The amount of school appropriations for the year was,—For tuition, \$22,000; and the amount expended, \$21,575. For school incidentals, \$6,662; expended, \$9,916.83. The sum spent for school purposes is, in the aggregate, a large one. There can, however, be no question that, for the result secured, it is a most economical expenditure. The actual cost of educating a child in this city, during the last year, taking as a basis for computation the average whole number belonging to the schools, was not far from \$10. Compare this with the cost of tuition in any well conducted Private School, where the grade of study is no higher than that of our Public Schools, if it be so high, and the most captious person must be convinced that the means of education are as free as they can be, unless our school system be placed upon a charity foundation. Elaborate reports have been drawn up, under the direction of the State Secretary of Education, showing the cost, per scholar, for which the different towns and cities of the Commonwealth have taxed themselves. We fear that some

of these towns may be disposed to congratulate themselves that they have kept up their schools at so little expense. Your committee, however, trust that those whom they represent have no desire to enter into any such competition as this, neither do they require the guardians of the young to calculate the lowest possible sum at which the institutions of education may be maintained. The great question should be, not what has been expended, but have the funds appropriated been expended wisely and economically? And here the school board invite the closest investigation. They believe that there has been no waste—no injudicious and lavish expenditure. Every teacher who has performed his or her duty has fairly earned the compensation paid. In the provision made to supply the wants of our constantly increasing population, some of your committee think there has been, almost, parsimony, rather than extravagance, so far, at least, as some sections of the city are concerned, and we are confident that if we would retain the justly earned reputation which the city has had for its good schools,—a reputation which has drawn so many families here to have their children educated,—the appropriations for school purposes must be larger, rather than smaller, in the future.

Truancy.—In reply to a communication addressed to the city marshal, the following answer was received: “In reply to your inquiries in relation to the working of the truant law, I think I may safely say that since it went into operation, in March last, its effects have been beneficial, and the evil at which it aims greatly diminished. Ten boys have been complained of in the court for truancy; eight of whom were sent to the house of correction at Lowell, for terms of from four months to two years, the aggregate length of sentence being seven years and four months. The other two were put on probation.”

The principal of the Williams School, speaking of the school under his charge, says, “Truancy is much less frequent than in previous years. The truant law would eradicate the evil entirely, if properly enforced.” The principal of the Shurtleff School adds her testimony to a similar effect: “By reference to the figures, you will see an advance in the percentage attendance over last year. This leads me to believe that the truancy which has caused me so much anxiety is not greater than in previous years, but has been discovered only by increased vigilance. I do not know of more than twenty girls who have been guilty of truancy, but some of them had become habitual truants before they were discovered. Indeed, I think that nine-tenths of the irregularities of the school are confined to less than one-tenth of the scholars. The number is comparatively small, but it is large enough to exert a pernicious influence on the whole school. There is a continual call upon the vigilance of the teachers, to guard their pupils, lest they become contaminated by the evil example of associates who persist in disregarding the regulations of the school. I shall do all in my power to remedy the evil of which I speak.”

The object is one which makes its appeal to every parent and citizen. The legislature has passed a law, the provisions of which are sufficiently ample to meet every emergency, and it only remains to enforce the law. Many a child may thus be saved from ruin, and become a useful member of society.

Corporal Punishment.—From the quarterly reports presented by the teachers, it appears that there has been but little corporal punishment during the year. It is a matter for congratulation that this has been so. When the influence of moral motives is such as to secure in our schools good order, and a proper attention to study, no reasonable person can fail to be pleased. While we say this, however, it must not be forgotten that where moral forces are inadequate to accomplish a desired end, then resort must be had to penal suffering. There should be no mawkish sensibilities on this point. The child that cannot be persuaded to do its duty through the gentle solicitations of affection, should be made to, by the stern application of the rod. One of the best lessons which the young can learn is the lesson of obedience and submission to law, a lesson which, above all others, the generation now coming forward into life should learn. If the causes which have led to the fearful civil war which is now desolating our land were summed up in one, we should designate it, lawlessness. The whole tendency of the social life and education of those who have lifted their arms against the government has been to beget a spirit of arrogance, and a disposition not to yield to the restraints of authority. On the contrary, we believe that we can boast that the loyal States have been accustomed to regard it as a first duty to submit to the declared will of the people, which, with us, is law. One most efficient agency in training the people to habits of order is our Common School system. Children should early be taught the lesson of obedience—the cheerful submission of their wills to the will of those who are their superiors in wisdom and authority. And where insubordination is determined and persistent, then they should be treated as little rebels in arms, and compelled to yield. In nothing do teachers differ more than in their power to govern. With some it seems to be a natural gift. In their presence, at once, and apparently with but little effort, order comes out of disorder, and the most unruly submit with scarcely a moment's hesitation. If we analyze the elements of this power we shall find them to be perfect self-control, exhibiting itself in a calm but decided mien,—a consciousness of rectitude, and a firm determination to be master of the situation. Others endeavor to govern, but lose half their power, because they are petulant and irritable and have no mastery over their speech. They fritter away their energies in indecision, and betray their weakness by language and manners, which the dullest pupil cannot help understanding are the evidences of a ruffled and ill-balanced spirit. It is a fortunate circumstance for a school, when it has a teacher of the first class here

described. Little resort need be had in such a school to corporal punishment. The quiet, but firm tone of the voice ; the mild, yet decided look of the eye ; and the gentle smile, are enough to subdue the most reckless, and diffuse in all directions the spirit of willing acquiescence to lawful authority.

For the Committee.—J. C. STOCKBRIDGE.

NORTH CHELSEA.

General Rules for the Government of the Public Schools to which particular attention is requested.—1. The instructors shall punctually observe the hours appointed for opening and dismissing the schools ; and, during school hours, shall faithfully devote themselves to the public service.

2. The morning exercises of all the schools shall commence with the reading of the Scriptures in each room by the teachers thereof, and the board recommend that the reading be followed by prayer.

3. Instruction in morals shall be daily given in each of the schools.

4. Every teacher shall keep a register of his school, in which he shall record the names, ages, and dates of admission of each scholar. In addition to this register, class-bills shall be kept, in which shall be entered the daily absence of each scholar, and such notes of their class-exercises as may exhibit a view of their advancement and standing.

5. The instructors shall practise such discipline in the schools as would be exercised by a kind, judicious parent in his family ; and shall avoid corporal punishment in all cases where good order can be preserved by milder measures. When inflicted, it shall take place in the presence of the school, and it shall be the duty of the several teachers to keep a record of all inflictions of corporal punishment, which shall be submitted to the quarterly examination of the committee. Said record shall not be preserved beyond each quarterly examination. By "corporal punishment" is understood all inflictions of bodily pain. No teacher will be justified in inflicting any punishment upon the head of any scholar, either with the hand, rule or rod.

6. For violent or pointed opposition to his authority, the teacher may expel a child from school for the time being, and thereupon shall inform the parent or guardian of the measure, and apply to the committee for advice and direction.

7. Any child who has been expelled, or is under public censure, who shall have expressed to the teacher his regret for his folly or indiscretion, as openly and explicitly as the nature of the case may require, and shall have given evidence of amendment, shall, with the consent of the committee, be reinstated in the privileges of the school.

8. In cases of difficulty in the discharge of their official duties, the instructors shall apply to the committee for advice and direction.

9. It shall be the duty of the teachers to give vigilant attention to the ventilation and temperature of the school-rooms. A regular system of ventilation shall be practised as well in winter as in summer, by which the air in the rooms shall be effectually changed at the end of each school session, before the house shall be closed.

10. The teachers of the several schools shall prescribe such rules for the use of the yards and out-buildings connected with the school-houses as shall insure their being kept in a neat and proper condition; and shall examine them as often as may be necessary for such purpose; and they shall be holden responsible for any want of neatness or cleanliness about their premises. And the teachers may adopt such rules as they think proper in regard to the scholars leaving the yards during recess.

11. The instructors shall not award medals or other prizes to pupils under their charge.

12. No subscription or contribution, for any purpose whatever, shall be introduced into any school.

13. No person shall be allowed to enter any school for the purpose of exhibiting either to teacher or pupil any new book or article of apparatus.

14. The books used, and the studies pursued, in all the schools, shall be such, and such only, as may be authorized by the board.

15. In cases where children are in danger of being deprived of the advantages of education, through the poverty or negligence of parents or guardians, it shall be the duty of the teacher to inform the secretary of the board, who shall cause the necessary books to be furnished without delay.

16. The school-rooms of all the schools shall be opened, and the teachers expected to be present, ten minutes before the time prescribed for commencing the school.

17. Tardiness shall be considered a violation of the school regulations, and shall subject delinquents to such penalty as the nature of the case may require.

18. No pupil shall be admitted to the school-room who is late, except with a written excuse from his parents or guardian; and no pupil shall be dismissed before the usual hour of dismissal without a written request, except on account of sickness or other urgent reason.

19. The teachers of the several schools shall preserve and place on file all the written excuses received during the term, and they shall not be preserved after the end of each term.

20. Pupils shall not be absent from school except on account of sickness or other urgent reason.

21. If any pupil shall be absent and shall not bring a written excuse therefor, signed by the parent or guardian, the teacher shall make such inquiries as will tend to the detection of the truancy, and report the case to the parent, guardian, or committee.

22. It shall be considered a violation of the rules for any pupil to cut, carve, scratch, or otherwise deface any bench, seat, ceiling, plastering, or any other part of the house, out-buildings, or fence, or write with pen, pencil, or chalk, any verse, letters, or hieroglyphics (obscene or otherwise,) upon the same, or throw stones, snowballs, or other missile within the school-house yard ; and the teachers are expected to inflict such reasonable punishment as will insure the strict observance of the above rule.

23. The teachers shall make such rules for the maintenance of order in their respective schools as they may deem proper ; and also prescribe such rules for the pupils to leave the room when dismissed as will insure a quiet and orderly departure.

24. No pupil shall be admitted into any of the schools without a certificate from a physician that he or she has been vaccinated or otherwise secured against the smallpox ; but this certificate shall not be required of pupils who go from one school to another.

School Committee.—JOHN H. PROCTOR, ENSIGN KIMBALL, GEO. A. TAPLEY.

WINTHROP.

We deem it our duty again to dwell upon the importance of regular attendance at school. The greatest barrier to the progress of our schools, and the efficient scholarship of our children, is absence from school.

It seems strange to us that parents cannot realize the irreparable loss their children sustain by habitual absence from the school exercises. They either do not consider its pernicious effects, or else they are regardless of their best interest.

Last winter, as an experiment, and to encourage the scholars, prizes were offered in the Grammar School for “unfailing punctuality” during the term. Fifteen of forty-two succeeded in obtaining them. Two facts were established by this, that are worthy of consideration : first, that some who had been very irregular in their attendance *could be punctual* ; second, that those of this number, who, in consequence of absence from school, had been in classes with those much younger than themselves, came up, and easily maintained a rank with their equals in age.

We think the great disparity between age and proficiency, which is exhibited on examination days, is owing more to irregular attendance on the part of some than to inferiority of intellect.

The registers at least present a strong argument for this view of the case. We are glad parents encouraged their children to obtain the offered rewards ; but will they place a higher value upon the acquisition of a prize than the *real benefits* accruing from the attendance necessary to obtain it ? or will they subject their children to the mortification and discouragement of being in classes with those much younger than themselves, when a

regular attendance would enable them easily to compete with their equals in age? But the bad effects do not cease with school-days,—their influence extends far into life. The boy who, through the period of his school-days, is allowed to be irregular in his attendance at school, and consequently deficient in every study there pursued, will form a habit hard to correct when he enters upon the duties of active life.

We wish parents would candidly consider this subject, and, for the lasting interest of those most dear to them, endeavor to correct the bad habit.

School Committee.—JOHN BELCHER, DANIEL LONG, PHILLIPS P. FLOYD.

ESSEX COUNTY.

AMESBURY.

Books and Studies.—Among the studies taught in our schools, reading and spelling rank first, not only in regard to the time when they are commenced, but also in respect to the importance of the studies themselves. Reading is, as it were, the key to the treasury of knowledge, that gives access to the stores of wisdom contained in the records of the present and preceding ages. The ability to read well aloud, is an accomplishment to be highly valued by its possessor in every situation in life; but it is an attainment especially necessary to the teacher. In giving instruction in reading in our schools, there is need of more attention to the formation of correct habits of enunciation. Daily exercises on the elementary sounds of the language and on their various combinations in syllables and words, should form a part of the regular course of study, not only with the primary classes, but with those farther advanced, until the vocal organs have been thoroughly trained to habits of correct and distinct utterance. And so with all the elements of vocal expression, as the capacities and attainments of the scholars will allow, there is a pressing want of more and persistent efforts on the part of both teachers and pupils, in order that our schools may attain a higher standard in this branch of education. And what we want is, not alone more reading, but more instruction in reading. We need this, not only by precept, but, emphatically, by example. "The way to virtue," says Seneca, "by precept, is long; by example, short;" and the comparison will hold not less, if applied to reading. The daily exemplification, by the teacher, of the principles which he is endeavoring to inculcate, has great influence with his pupils, as our schools abundantly show.

More School Money needed.—There are few parents who do not esteem it a privilege of much importance to have their children well educated, and prepared to enter upon the busy world with a fair prospect of success. In order to accomplish this we must employ teachers who are eminently fitted for their work. And when we consider the interests involved, and the fact that the teacher will, in a great measure, mould the character of the child for life, we can but feel that the work ought not to be intrusted to unskilful hands. But to secure the services of teachers who will enter upon the work with skill and ability, we shall have to make the compensation remunerative. With a moderate compensation we may occasionally secure the services of able teachers for a brief time, but eventually our schools will become stepping-stones to more lucrative situations elsewhere. Such has already been the case in several instances within the past few years. Our districts have lost the services of valuable teachers, whose labors were fully appreciated, simply because they could not give them constant employment. The remedy for this, however, is within the reach and ability of the town, and may be summed up in a few words: *Raise more money.*

We are forced to believe, from actual observation during the last few years, that the present system of hiring teachers is far from beneficial to the town, in a financial point of view. While the committee would greatly prefer it as relieving them of much responsibility, yet as agents appointed by the town to look after its interests, so far as education is concerned, it becomes their duty to lay before it such facts as may, in their opinion, be calculated to advance the cause in which they are engaged.

The constant change of teachers, caused by the annual change of the prudential committees, is an evil of no small magnitude, and one which has a strong tendency to retard the usefulness of our schools. It requires about one term for teacher and pupils to become sufficiently acquainted to work together to good advantage, and yet it not unfrequently happens that the first term of the teacher is the last in the school, and the next term finds a different teacher becoming habituated to its wants. This, in most instances, is a decided disadvantage, causing delay in the progress of the school, and wasting the time usually allotted to educational purposes, which is already too brief. Another disadvantage growing out of the present practice is placing teachers in one grade of schools, when their peculiar qualifications more properly fit them for another. A teacher may be well adapted for a Primary School, and yet fail of success in an ordinary district school, and *vice versa*. Our limits will not admit of a more lengthy discussion of this subject, and we trust that we have already laid the matter before the town in so clear a light, as to satisfy all that a more judicious method of expending the school money *can* and *ought* to be adopted. A large number of towns in the Commonwealth have seen the evil of this system, and have applied the proper remedy by empowering the superintending committee

to select and contract with teachers. As a matter of economy and right, we can but hope that such will be the course pursued here.

School Committee.—G. W. NICHOLS, J. MERRILL, Y. G. HURD.

ANDOVER.

The Spelling Match.—We cannot give an account of the condition of the Public Schools, full and satisfactory to ourselves, without a formal record of the spelling matches which have been held during the past year. We have witnessed with considerable satisfaction the effects of this enterprise upon the schools throughout the town. The undertaking has thus far rested on private enterprise and liberality, which as yet are far from exhausted.

The custom deserves to be one of perpetual observance. At least one annual spelling and reading match should be somehow maintained by the town. Thus all the people of the town could come together to see the progress and reward the efforts of their teachers and scholars. Boston has its festival every year for its medal scholars. Why should not Andover sustain a similar festival in connection with its spelling match. The generosity of one citizen has already aroused the public spirit of another, who has offered three prizes for the best readers in our schools.

Trusting that this spelling match may become a perpetual anniversary, we shall this year begin its record, as an integral part of the report of the Public Schools.

Wherefore, to make this record perfect, we begin with the first spelling match, that took place February 10, 1864, in the evening, at the Town Hall.

1st prize.—Worcester's Quarto Dictionary.—Offered to the best speller over twelve years of age. Awarded to Miss Abbie Lock, South Centre District.

2d prize.—A Microscope and Mounted Objects.—Offered to the best speller under twelve years of age. Awarded to Miss Hattie R. Abbott, Abbott District.

The second spelling match, held October 25, 1864, at the same place and time.

1st prize.—Stereoscope and Views.—Offered to the best speller of all ages. Awarded to Miss Mary Lizzie Upton, Phillips District.

2d prize.—Bible.—Offered to the best of a class of children under twelve years. Awarded to Miss Estella M. Clark, Village District.

It is worthy of note in this match that one of the second class took the prize offered to the best in the first class, and so the second-class prize fell to the best in the first class, this being the special understanding in the terms of the match, that if one of the prizes fell to one above twelve years

of age, the other should be given to one below twelve years of age, but that otherwise the prizes should be offered to the first and the second best spellers in the two classes taken together.

The third spelling match was held March 7, 1865, as before.

1st prize.—Shakspeare's Works, 8 vols., 8vo.—Awarded to Miss Hattie R. Abbott, Abbott District.

2d prize.—Vacation Stories, 12 vols.—Offered to the best speller under ten years of age. Awarded to Miss Gertie Wardwell, South Centre District.

The judges at the first spelling match, were W. G. Goldsmith, Moses Foster, Jr., and John L. Taylor; in the last two matches, W. Goldsmith, Moses Foster, and A. J. Gould.

The thanks of the town are due to these gentlemen, and especially to Mr. W. F. Draper, who has so generously inaugurated a custom which we hope the town will not readily let die.

The prizes offered for the next spelling match are as follows: three prizes for the best readers; two prizes, at least, for each of two or three classes, whose ages shall be specified hereafter.

The committee would suggest the propriety of music and other exercises by the scholars taken from our schools to enliven the occasions of these matches.

School Committee.—B. B. BABBITT, H. S. GREENE, J. W. TURNER.

BEVERLY.

Physical Culture.—We referred to this subject in our last year's report, But we wish to call attention to it again. This department of early education, justly regarded, perhaps, as of least consequence, is nevertheless of vast importance. Is it desirable to have a *sound mind*? And is it of no consequence whether it exists in a *sound body*? Is the jewel everything and the casket which contains it absolutely nothing? Is not the latter of some importance as a place of safe keeping to the former? Do we care nothing about the house we live in, whether it is so fitted as to protect us from cold and heat, from snow and rain; whether it can stand against the strong winds of heaven, instead of falling upon and crushing us? The mind inhabits the body. And there is a wonderful sympathy between the occupant and its dwelling. A sound body is a great help to a sound mind. A feeble body is a clog to the operation of an active, powerful mind. Such a mind, thus situated, cannot accomplish what it would in other circumstances. Very striking illustrations might be given. How many have been prevented from using the whole power of their mind, by a frail, shattered physical constitution! How greatly the usefulness of many has been thus curtailed! How important then, both for an individual himself, and

for others, that he have a sound mind in a sound body! Can God be indifferent in regard to the physical education of children? He is their Maker. He is the former of their bodies as well as the Father of their spirits. And in respect to their bodies, they are fearfully and wonderfully made. He has clothed them with skin and flesh, and fenced them with bones and sinews. He made the heart, and lungs, and nerves, and gave them their location and functions. He formed channels for the blood to flow in. How skilfully he has adjusted the several parts of the human frame. They form one perfect whole. And every member, every organ is placed by the Creator under certain laws. The body of a child to be properly educated must be treated in accordance with those laws. Such treatment is necessary in order to secure and promote health. But how frequent the violation of these laws, and how sad the consequences.

Many children come into the world physically disordered, their blood infected by disease. They either cannot be raised at all, or only by the most tender, judicious care. In a multitude of instances, through ignorance or a disregard of the laws of our physical being, a foundation is laid in very early life, of bodily debility and suffering until the separation of soul and body at death. In infancy and childhood, so weak and frail is the body, so tender all its limbs and organs, that great effects may result from little causes. Some slight infraction of the laws of health may be followed by permanently woful consequences. Some delicate organ may receive an injury which can never in after life be repaired.

“ Our life contains a thousand springs,
And dies if one be gone ;
Strange that a harp of thousand strings
Should keep in tune so long.”

With an originally good constitution much may be done by proper training, to secure permanent health. And with an originally feeble constitution, or a constitution early impaired by some special sickness, much may be done by such training, to promote the future welfare of the body; hence of the individual. A century, and even half a century ago, children generally had better physical constitutions and consequently better health than at this day. Then there was comparative simplicity in food and dress. And then also the family gathered around the *open fire*, and breathed a purer atmosphere than is breathed now in a room heated by an air-tight stove or furnace. No person, particularly no child, can long inhale an impure atmosphere, and not experience bad effects. At home and at school, much more regard is commonly had to the temperature of the air than to its purity. But without pure air, the blood cannot be pure; and if the blood is not pure, there can be no perfect health. In proportion as the blood is impure, the health is impaired.

Care should be taken therefore, that, so far as possible, children may breathe, waking and sleeping, at home and at school, a *pure* atmosphere. We repeat, God cannot be indifferent in regard to the physical education of children. He can approve of such training only as tends to a full, symmetrical development of all their bodily organs; to health, strength and fair proportions. And if He is not indifferent in regard to this matter, we should not be. Parents, on whom the responsibility first and mainly rests, —teachers, *all*, who have anything to do with the education of children, should acquaint themselves as thoroughly as may be, with the laws of health which our Maker has established, and observe them to the utmost of their opportunity and ability.

“The statutes of the Commonwealth prescribe training for the intellect and the heart. Why should not common sense prescribe it for the body?”

Chairman.—E. W. HARRINGTON.

BRADFORD.

Since the last annual report of your school committee, one member of the committee, Benjamin Greenleaf, Esq., has deceased. Mr. Greenleaf was so long interested in the Public Schools of this town, and in the cause of education generally, that a brief notice of him especially as connected with popular education, seems fitting and desirable in this report. He was born in Haverhill, September 25, 1786, fitted for college at Atkinson Academy, then under the care of the famous John Vose, Esq.; entered the Sophomore class of Dartmouth College, 1810, and graduated with honor in 1813. During his college course, Mr. Greenleaf developed that taste for and proficiency in mathematics which marked his subsequent life. In December, 1814, he was appointed principal of Bradford Academy, and removed to this town which was his home for nearly fifty years. Here his life's work was accomplished. Here his influence was especially felt for the long period of half a century. It is needless, among those who knew him so well, to say that his influence on all the great questions of morality and religion, was uniformly on the right side, and his views were expressed usually in that brief, quaint, blunt manner, which we all so well remember. It is, however, the work he accomplished for the education of the youth here and elsewhere, that particularly interests us to-day. As a teacher for more than thirty years in this town, he was brought into close contact with a whole generation of men and women; and with his scholarship, his interest in learning, his enthusiasm as a teacher, and his marked peculiarities as a man, he could not fail to do much in forming the character of that generation. He left an impression of his own peculiar habits of thought and study upon them, to say nothing of certain other marks of *affection* of which he was wont to speak. Not a little of the long-estab-

lished and well-earned reputation of Bradford Academy, for thoroughness in the fundamental branches of education and in the mathematics, is due to him. But it is not merely in Bradford that his influence as a teacher was felt. All over the country, multitudes of men and women cherish his memory as a kind, earnest, and faithful teacher. Nor was it only as a teacher that he aided the cause of popular education. His mathematical works, especially his series of arithmetics, have been widely disseminated over the country, and perhaps have waked up more thought on the subjects of which they treat, than those of any other American author. More than three millions of copies of his arithmetics have been sold, and in their use have excited the interest of multitudes, and the *wrath* of not a few dull souls. Mr. Greenleaf was also always much interested in Teachers' Institutes, and all those varied associations that have for their object the improvement of those who make the instruction of youth their business. He took an active part in the establishment of the American Institute of Instruction, and for many years was one of his vice-presidents. He was one of the founders of the Essex County Teachers' Association, the oldest organization of the kind in New England, and for four years he was its president. Mr. Greenleaf was one of the first in New England to see the advantages that might result from a system of Normal Schools, for the training of teachers for our Public Schools, and with characteristic earnestness and energy, he labored for the establishment and improvement of such schools. While a member of the legislature, he essentially aided the learned and indefatigable secretary of the board of education, Hon. Horace Mann, in carrying through the general court several bills for founding and regulating them. But Mr. Greenleaf's zeal for Public Schools was not all spent abroad. To the very last of his life he had a most lively interest in our own town schools. He loved to visit and examine them. He was never happier than when he had a class before him in English grammar or arithmetic, especially if he found them quick to think, and ready to answer any of his queer, crotchety questions. He did not believe in stereotype teaching, and he was pretty sure to find out whether the classes really understood the subject in hand, or had merely learned a certain routine and were just fixed up for examination. He enjoyed not a little the confusion into which some of his queer test questions often threw both teacher and scholars. Mr. Greenleaf served on the school committee of this town sixteen years, and died in office, his earnestness and zeal in this work continuing unabated to the last, and of him we may say with truth,

“He was a man, take him for all in all—
We shall not look upon his like again.”

It is now time to come to the main business of this report, a statement of the condition of the Public Schools in this town for the year past.

Another subject to which we would call attention, is the proper province of the superintending school committee. It is generally understood that their chief duty is to examine teachers, to visit the schools occasionally, to recommend such text-books as are cheapest and easiest to be procured, without much reference to their real value as books of instruction. If the committee go further, and as the law makes it their duty, undertake to direct at all in the management of the school, especially if they insist on a proper classification of the scholars, and require certain studies in their judgment useful and necessary to be pursued by those who most need the benefit of them, they are thought to be intermeddling with what does not concern them, they are officious, dogmatic, and over-fond of magnifying their office. Now all we have to say in this matter is—that the laws of Massachusetts require the committee to *decide* what text-books shall be used, to *direct* under certain limitations *what studies* shall be pursued, what classes shall be formed, what changes in classes shall be made, and what modes of discipline shall be authorized. Now we think that the true ground of complaint against most committees, and against ourselves in particular is, that they do not meddle enough with the schools, that they allow too many evils to go on increasing from year to year, because it is too much trouble to correct them, and neither parents nor scholars are willing to be corrected.

School Committee.—JAMES T. MCCOLLOM, HARRISON E. CHADWICK, WM. COGSWELL, EDMUND KIMBALL.

ESSEX.

Two years ago the school committee took occasion to remark upon the impropriety of introducing High School studies into the Common School. In the language of a former report, “whenever it has been found agreeable to both teacher and pupil to study algebra and geometry, we encourage it as we do music; but require neither, because the law does not. But perhaps a careful examination of the subject would show, even now, that too much attention is given to High School studies, and too little to the common and more indispensable ones of the Common School. This works mischief in two ways: 1st, it takes the teacher’s time *from* common and indispensable studies, and does an injury to those scholars who can never have it repaired because they finish their education at home; and 2d, it puts farther and farther off the long called for day, when a High School shall be established, where the very scholars can go and finish their studies, who now are obliged to attend to them stealthily or by way of indulgence. But it is a gross misconception of the true character of the Common School, when the elementary studies are neglected, to make room for the higher branches.

Arithmetic is the favorite study and has far more than its share of attention, and grammar and reading not so much as they should have. This

remark may sound extravagant and even absurd. But when it is considered that few persons except teachers have much occasion for arithmetic, except what their business requires, and that they do need to have a book knowledge of the language every time they speak, or write even a business letter, the field for reflection begins to enlarge and we perceive it may be true. A man's interest will correct his figures. If he should receive ten cents instead of ten dollars for once in his life, merely because his decimal points were wrong, will he ever do it again? If a teamster has but a poor way of testing the value of his load of hay, will not his business compel him to find out a better? This is what we mean by saying that a man's business will correct his arithmetic for all practical purposes. The committee are not to be understood as undervaluing a study that has done so much for the human mind as arithmetic has. It disciplines the mind and that is a great thing; but we would respectfully suggest that it is not the only, or even the most important way of doing it. *Grammar requires more exercise of the judgment than arithmetic does.* And yet in every school in Essex, every scholar is studying arithmetic, except the infant classes; whereas our glorious language, destined to fill one-half of the world, as some think, and others say all of it, has but a poor little minority of the scholars attending to it at all, and probably nowhere as much as its importance demands.

Truancy.—It has been remarked in former reports that the kind of truancy that the law provides against, is not very common in our town. There are few we are happy to say, who are found loitering about the streets and idling away their time while the schools are in progress. Our great trouble is with *absenteeism*; another form of the same thing in its effects on the schools, but we fear out of the reach of the law. "This," said Dr. Sears when Secretary of the State Board of Education, "will in all probability remain a blot upon the schools, until the teacher by the *attractiveness of his character*, and manner of teaching; by personal interest in the pupils and untiring efforts for reclaiming the delinquents, shall strike at the root of the difficulty." This is the opinion of Dr. Sears—but we cannot avoid the suggestion that it will be too long to wait before the five thousand four hundred and seventy-six teachers in the winter schools of the Commonwealth* shall all become so "attractive" as to draw in and keep in all who ought to attend. Our experience the year now closing has been and is a bitter one.

If the evils of absenteeism were confined to the scholars who leave school, it would be far less deplorable than it is. But it operates on the school like desertions in the army. The shooting down of a thousand men

* See 28th Report of the Board of Education, received since the present report was read to the town.

in battle, though bad, is not to be compared, among the disasters of war, for its disheartening effect on loyal troops, to the desertion of half the number. Deserters can be brought back and put under army discipline ; but runaway children, when protected by parents at home, seem almost beyond the reach of human law. The supreme court itself, perhaps, has hardly power to issue a *mandamus* for bringing them into school again if absent by consent of parents. Loafing truants are another thing, and can be dealt with ; but the absentee, sheltered at home, and remaining at home, you may not touch, as it seems to us, except for crime, under even the "late law." We would therefore most respectfully suggest to every parent the importance of keeping the children at school even when they are not deriving the greatest amount of good. To say nothing of money thrown away, yet precious time is on the wing, and the years for attending school must, in most cases be few.

Rules to be observed by Teachers of the Town Schools.—1. That the times for marking scholars *tardy* be at five minutes past the hour of commencing.

2. That no scholar be dismissed until the school has been in session three hours, unless upon a written request of parents (except in case of illness ;) should the school continue longer than three hours, scholars may be dismissed upon their own request. Teachers will please mark all cases of dismission occurring before the usual hour for closing, upon the register, in the check for that day, with an oblique cross, X.

3. Whenever any scholar shall have received as many as ten marks for tardiness or absence, (except in known cases of sickness,) the teacher is requested to inform the parents of such delinquency ; and whenever any scholar shall have received twenty such marks, the teacher will please inform the school committee.

Exercises and Studies.—4. That no pupil be allowed to engage in the higher branches of study, till the Common School studies are familiar ; and that classes attending to advanced studies must hold themselves ready at all times to be examined in the lower studies.

5. That in the studies of grammar and arithmetic, the pupils be required to give words of the author ; and in grammar, to give all the examples connected with the rule of definition, also to produce examples of their own.

6. That all the pupils recite once, daily, in Colburn's First Lessons, until they are familiar with every part of the book.

7. That every scholar be required to spell orally, once a day, and small children twice. Also that the classification of words found in the Speller be a subject of daily attention, to be called up at the monthly visits of the committee, as well as at the close of term.

8. That all pupils of sufficient capacity, write from dictation twice a week, in books kept expressly for that purpose, which books are to be

inspected by the committee whenever desired by them ; and capital letters, punctuation and spelling, will be considered prominent objects of attention ; the pupils also to write three times a week after a copy.

9. Teachers shall inculcate good morals and manners upon the pupils and a strictly pure language, as often as once in each week, and still more frequently if necessary, devoting from five to ten minutes to the subject at each time ; and the committee will enforce this rule rigidly and require an examination of the school upon the subject, whenever they shall think proper.

10. All written excuses for absence and tardiness, and requests for early dismissal, shall be preserved by the teachers for the inspection of the committee and others.

11. The following holidays will be allowed to the teachers and the schools, viz.:—every Saturday afternoon ; the 22d of February ; 17th of June ; 4th of July and Christmas day, except when either of the same shall occur on Saturday or the Sabbath, in which case, the holiday shall be on the following Monday ; also, Fast-day, Thanksgiving-day, and the two days next following Thanksgiving-day. And the two days on which the Essex County Teachers' Association hold their public meetings, will be allowed to all teachers who shall actually attend the exercises of said association. The teachers shall also be allowed to visit other schools whenever the school committee shall think it expedient, not however on more than three different half days in any one term.

School Committee.—DAVID CHOATE, NATHANIEL BURNHAM, EDWIN SARGENT.

GEORGETOWN.

On the principle that "the laborer is worthy of his hire," it will not be thought strange in this community that while the prices of all the necessities of life are so high, teachers, as well as others should need additional compensation. There is no more laborious, hard-working, pains-taking class in the community than these same teachers,—none on whom the primal sentence is more heavily executed, "In the sweat of thy brow shalt thou eat bread." The committee, therefore, fully approve the course of the district committees in granting increased remuneration to the teachers, although at the same time they would deprecate the practice of *bidding* on favorite teachers between rival districts as calculated to do some injury. None, however, in this community, we trust, will grudge the teachers the slight advance of wages they have so fairly earned.

Good schools cannot educate children who are irregular in attendance. Irregularity of attendance is as fatal to real progress as striking out half a dozen links in a chain would be to the strength of the chain. Hence the committee have felt it their duty, to take every means in their power to

secure the regular attendance of all of suitable age. The law against truancy, adopted at the last annual meeting, has been found to operate with marked beneficial effect. Eight or nine at least, have been reclaimed from truancy by its influence who probably could have been reached in no other way ; and the formation of lawless habits of depredation and trespass by juvenile offenders arrested. The committee would recommend that the same law be adopted by the town for the coming year.

The suppression of truancy, however, cannot be made complete without some regulation by which every offence will be immediately detected. If the pupil chooses to play truant occasionally, telling his parents he was at school and telling the teacher he was kept at home by his parents, how is he to be checked ? Is it not manifest that the ill-disposed can in this way play truant from time to time, with perfect impunity ? Is it not evident, also, that such a practice, besides being fatal to all progress in study, is fearfully demoralizing in its effects on the character ?

Yet that such practices were not uncommon the committee had the fullest conviction. Cases of the kind were brought to their notice. How then should a practice so evil be broken up ? Obviously, by making detection certain. But how make detection certain ? Answer, *by requiring a written excuse from the parent in every case of absence.*

This regulation the committee adopted solely for the purpose of curing a great evil. It has operated well. One of our best teachers says no rule ever adopted did her school so much good. If faithfully carried out it will cut up truancy by the roots. Yet some parents seem to imagine that the rule has been invented by the committee for the special purpose of their annoyance. simple regulation aimed at the cure of truancy, has been resented as an oppressive measure, an infringement on the liberties of the people.

If parents would reflect a moment, they would see that this is the only way that truancy, the curse of our schools, can be put down, and they would be willing, one would suppose, to put up with the very little personal trouble involved, for the sake of the general good.

But, supposing this rule acquiesced in, and truancy suppressed, we have not yet reached the bottom of the evil. The greatest cause of irregular attendance is still to be mentioned. That cause is parental detention of children at home. There may be cases when this may be justifiable—but certainly those cases are the exception. Parents should remember that the greatest injustice and wrong they can do their children is to detain them from school unnecessarily. By so doing they are really defrauding those children of a part of their education. They are really robbing them of a part of what is more important to them than all besides.

The committee would earnestly appeal to all parents to co-operate with them, and with teachers in securing the utmost practicable regularity of

attendance. Spreading so rich an intellectual feast, let us see to it that no child is stinted in his share. Let it be the ambition of our citizens to have the best schools, and the most regular attendance of any in the Commonwealth.

School Committee.—CHARLES BEECHER, G. D. TENNEY, JOS. EDMUND BAILEY.

GLOUCESTER.

In revising this course of study [in the High Schools,] I think we should require all the girls of every graduating class who intend to become teachers and do not propose to attend any Normal School, to continue another year in the High School and devote it, in accordance with a course of study which should be marked out for them, to the acquisition of a thorough knowledge of the Common School branches and a zealous study of such educational works as treat of the best methods and means of imparting that knowledge to the young. Those graduates are now filling all the vacancies that occur in the assistants' places in our Grammar and Primary Schools, and while it is true that they obtain a really superior education in the general sense of that word, it is none the less true that they have not a complete mastery of Common School studies, and that they have not studied at all the great art of teaching. If our High School could yearly furnish a few scholars specially prepared for the work of teaching its beneficial influence would be greatly increased.

Teachers' Wages.—In response to an appeal of the teachers for increase of pay, the town added last year about one-sixth to the appropriation of the previous year for their salaries. This addition was apportioned by the committee according to their judgment, and I believe that the apportionment was generally satisfactory to the teachers; but even this liberality of the town bore a slight proportion to the depreciation in the value of the money in which they were paid. In fact, I do not know any kind of labor upon which the pecuniary burdens of the war have fallen so heavily, as upon this, which is one of the most important in raising heroes for the battle; and I should urge a further increase of pay if there were not now a good prospect that their present salaries will soon command the same amount of the necessities of life as formerly. A statement of the salaries, as at present fixed, and of the amount paid for teaching during the year, will be found in another part of the report.

Irregular Attendance and Truancy.—Irregular attendance is still a standing complaint of the teachers. The average attendance of the average number belonging to all of the schools, for the year, as shown by the registers, has been eighty-five per cent. In the Primary Schools it has been about eighty-five; the Point upper standing the highest,—ninety for each term, and the Forbes the lowest. The mixed schools had an average

attendance of eighty-three, the Haskell having the highest,—ninety-three for the fall term, and ninety-one for the year. The average of the Grammar Schools was eighty-nine, the Collins having a fraction short of ninety-three, the highest, and the Riggs eighty-six, the lowest. If we allow three per cent. for detention by unavoidable causes of absence, we find that twelve per cent. of the whole number of scholars are constantly away from school. It is worthy of note, however, that this evil is mostly confined to one class of scholars, that which has had the misfortune to be released from paternal control by the sad casualties incident to our business, or the equal misfortune to have parents who do not appreciate the advantages of education; and that the other class, comprising in most schools, I believe, the majority of the pupils, are seldom out of school when they can be in it. Nearly every register contains the names of many who were not absent for a whole term, and of some who had not been absent for a longer period. One miss in the Lane Grammar School is distinguished for having had no mark of absence for twenty terms, and one boy in the Riggs Primary can show a record of three years that has no such mark.

This evil and another, truancy, its legitimate offspring, are greatly within the control of teachers; and this fact should have its due weight with them, both as pointing to the path of duty and promising the rewards of success. It must be the fruit of personal effort on the part of the teacher that the attendance in one school is five or ten per cent. better than in another, similar in all circumstances, unfavorable to regular attendance; and it is certainly the moral power and untiring exertions of teachers in some schools, that have cured cases of truancy quite as difficult as those that have in others been referred to the committee as unmanageable. In order, however, to overcome this latter evil entirely, and to reach another class of children, not attending school at all, wandering about in the streets or public places of the town, and growing up in ignorance, the town should comply with the laws of the Commonwealth enacted on purpose to bring these evils within municipal control. Initiatory steps to this end have already been taken, and the subject will come before the town at the adjournment of its annual meeting, when, it is hoped some measures may be adopted to rescue these children from the dangers to which they are exposed and bring them constantly under the beneficent influences of the schools.

Chairman.—JOHN J. BABSON.

GROVELAND.

Tardiness.—Much has been said, but with little effect, relative to this still growing evil. Parents are too indifferent, and our schools suffer much from this cause. In a term of twelve weeks Mr. Hazen filed two hundred and thirty-five written excuses for tardiness, and requests to leave school

before the proper time for closing. There may be cases where an excuse or request from the parents is proper, but to send in such daily, or three or four times a week, is, to say the least, extremely injurious to the school. There can be no objection to the small pupils leaving school fifteen or twenty minutes before closing, as a reward for good behavior, and we have seen very good results from such a course, but this should not be permitted to any pupil who has been tardy during the day.

School Committee.—J. L. WALES, NILES T. STICKNEY.

HAVERHILL.

District No. 3.—Some of the external circumstances connected with this school are quite discouraging to teachers and scholars. One's first impressions when entering upon the duties of teacher must be quite unfavorable. A stranger is invited to take charge of the school. He feels that he is about to engage in a work of great importance, and he naturally feels that his position entitles him to courteous treatment. But, at the opening of the school, he finds himself assigned to one of the meanest buildings in the district. Under these circumstances he is not likely to think that his work will be very highly appreciated, and he may be tempted to be as negligent in teaching, as others seem to be in providing a place of instruction.

Methods of teaching.—We find various methods of teaching in the different schools, peculiar to the taste, judgment, temperament or scholarship of the teachers. And opportunity is given them each term to visit each others' schools, to witness these various methods. But however great the differences as to *modes* of instruction, there are certain principles that should be the abiding tests of every good teacher. No true teacher will be content unless he has taught his pupil the habit of self-reliance. If he is sent forth into the world propped up by text-books, and the assistance which comes from a mistaken kindness, without habits of thought and observation, or a *sure* knowledge of anything; without any idea that life is a stern discipline and the school-room the place where that discipline begins; if he is sent forth thus prepared, the teacher is radically at fault in his methods of teaching. When a scholar, who can recite perfectly all the text in the history of the United States, "fails," when asked to give the outlines of any one topic recited, it is quite evident that he has not been taken outside of the *book*. He has shown a wonderful facility in memorizing words, but a sad want of the very convenient element of ideas. Scholars who can fluently repeat the names of all the bays and capes on the Atlantic coast of our own country, should be made to understand that it must therefore be an *irregular* coast, and he should not be confounded when asked why there are so few capes and bays on the western coast of South America. If a class in botany cannot tell whether leaves inhale or exhale oxygen, or

whether sap runs up or down a sugar maple in the spring, we should suspect a defect in the manner of teaching that class. And so throughout the whole range of instruction, the pupil should be taught that the object of study is not merely to make a fine recitation and secure a certain number of "marks," but rather to lay the foundation of intellectual culture, which is to be developed with increasing years. And that is the successful teacher who succeeds in inspiring the mind of the scholar with this ambition. How many boys who stood high in school in all class recitations, have failed to become useful or practical men! And is not the lack of purpose in the manner of teaching too often the cause of this failure? Let those who think of choosing teaching as a profession, pause before they decide, and inquire into the motives that direct their choice, nor venture hastily into a work for which they have no fitness, and thus add to the painful list of "failures in teaching."

Every intelligent, high-minded teacher *will* have, and *should* have his own peculiar method of instruction, and that method will be the result of reading, of observation, of enlarged and comprehensive views, of the great work to which he is called. Such a teacher is a living refutation of Dr. Johnson's remark, that "constant teaching belittles the mind, for it keeps it constantly moving in a circle."

High School.—The High School has been conducted, the past year, with efficiency, and with its usual degree of success. Great harmony has existed between the teachers and among the scholars. We have no occasion to bestow special praise upon any one teacher. We are happy to say of each and all of them, they have been faithful in the discharge of their several duties.

The experience of another year has confirmed the wisdom of centralizing the power in the hands of one whose discretion and will should direct and govern. It is a great privilege to have in our midst a system of schools, in which our children can be educated under the eye of their parents, and qualified to pass from the school-room to the counting-room, or to the college. A majority of the children of the Commonwealth, when education goes beyond the limits of the Common School, are obliged to go abroad to acquire it. There are many evils inseparable from such a course. The restraints and the influences of home are left behind, but the exposure to temptation is even greater. And yet many argue that contact with the world to learn men and manners and customs and fashions, is necessary to complete an education. This argument would scarcely apply to the town of Haverhill, where society should be as intelligent and as refined as in most towns, where Public Schools are maintained. There are other parents, again, who send their children out of town, that they may see *less* of the world. Such should remember, that the child which goes from home, if his home is what it should be, loses what he cannot find elsewhere. That

if temptation is less, so also are restraints. Besides, such a practice is discouraging to teachers and lessens the estimate, in which our children ought to be taught to hold our schools. Our schools need and are worthy of the countenance and support of our whole community.

Chairman.—J. W. HANSON.

IPSWICH.

A school may be compared to an army. The first thing needful for its efficiency is discipline. Every other advantage, a school-house with every modern improvement, books, charts and apparatus, are of very little service, unless the teacher has full control of his little host.

The discipline of the school-room should be as perfect in its kind as that of the tented field. Obedience is the first duty and the first excellency. The wise teacher will best know by what means to secure it in the particular school of which he has charge. The precise appliances to be employed for securing this discipline are not exactly the same, in all cases, as a parent would best make use of in the government of his household. In general, these means are the same, but we all know that many things, allowable in the family, would work confusion in a school. Some people have found it easier to govern two children apart, than to govern these same two children when they are together. Parents sometimes forget this obvious fact, when a teacher to secure necessary order has been compelled to resort to measures more rigorous than certain of the children have been accustomed to at home. A school-room is not a home, though it should be made as much like home as is consistent with the ends ever kept in view.

The great trouble, as a general rule, however, is that some scholars do not know what genuine obedience is. They have their own way at home, learn to despise parental authority, and must we not add, under parental teaching too, and find it hard to yield to the dictation of a teacher, even in his most reasonable demands. They think it manly to be under no subjection at home, and cannot easily change their ethics when they go to school. If the parents of such children are troubled with shortness of vision, so long as there is no unendurable outbreak at home, and the house stands, they will find it hard to understand, why it is that the teacher regards their *spirited* children as a sort of calamity. Nearly all of our schools could be governed with comparative ease, but for the presence of a few, who are not governed at all, or are badly governed, at home.

No school will take care of itself. A teacher will always have need of tact and perseverance, or wayward tendencies will very soon appear. Nearly all youthful scholars, under favoring circumstances, will very soon show a decided preference for a "good time" and an easy time, to correctness of deportment and application to study. We say men are children of

a larger growth. We well know how much need there is of public sentiment, not to speak of the more powerful monitions of conscience, to hold men to respectability and virtue. Both the morality and the religion of not a few have greatly suffered when they supposed themselves beyond the observation of those who were public sentiment unto them. A teacher's controlling presence must be to scholars, what public sentiment is to community, a constant force. Let a school pass from the direction of a good disciplinarian to the charge of one who fails in government, and the need of a controlling power is almost immediately seen. Order changes to disorder, and the school is well-nigh beyond recognition. Self-government is slowly attained and is not to be expected of youthful scholars.

School Committee.—J. Q. PEABODY, GEO. R. LORD, AARON COGSWELL.

LAWRENCE.

The Free Evening School for laboring people over fifteen years of age, under the care of Mr. George P. Wilson, city missionary, was commenced five years ago in Lyceum Hall, and has since been transferred to the large school-room fitted up by the city government in the basement of the City Hall. The number of those attending this school has constantly increased and the accommodations have this year been enlarged by the addition of a room for adult males, capable of accommodating from thirty to forty persons. The school has opened this term with three hundred and sixty pupils, many of whom require instruction in the simplest rudiments of reading, writing and arithmetic. Some have made more advancement in earlier days but still highly appreciate this opportunity to improve their evenings and increase their useful knowledge. It is no small tax upon those who have so freely given their services as teachers in this school, some of them for several terms, and to them the city of Lawrence owes a debt of gratitude.

Truancy.—The uniform testimony of our teachers and the thanks of many parents whose children have been by these efforts returned to their places in the schools and made more obedient and more useful at home, ought to convince the most skeptical of the gratifying success of the efforts made during the past three years to suppress this great evil.

The following truant ordinance has been passed this year by the city government and approved by one of the justices of the superior court as the law requires:

SECT. 1. The almshouse in said Lawrence is hereby established, assigned, and provided as the institution of instruction, house of reformation or suitable place for the restraint, confinement, and instruction of any minor convicted of being an habitual truant, or any child convicted of wandering about in the streets or public places of said city, having no lawful occupa-

tion or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years.

SECT. 2. The mayor and aldermen shall forthwith after the passage of this ordinance and hereafter in the month of January annually appoint three or more persons to be called truant officers, each of whom alone shall be authorized in case of violation of any of the provisions of this ordinance, to make the complaint and carry into execution the judgment thereon.

SECT. 3. Any minor in the city of Lawrence who is an habitual truant, or has not attended school in conformity to the laws of this Commonwealth, or any child found wandering about in the streets or public places in said city, having no lawful occupation or business, not attending school and growing up in ignorance, between the ages of seven and sixteen years, shall on conviction thereof be punished by a fine not exceeding twenty dollars, or be committed to the almshouse aforesaid, for such time not exceeding two years as the justice or court trying the case may determine.

With this law faithfully executed, and such additions and improvements as may be found necessary in its practical operation, and with an efficient truant officer, supported by the police department as the present officer has been, the improvement noticed by the teachers upon this subject will continue until our streets are free from habitual truants.

Secretary and Superintendent.—G. E. HOOD.

LYNN.

Early in the year an increase of teachers' salaries was made, giving to females fifty dollars, and to males one hundred and fifty dollars, additional. This makes the highest salary given, thirteen hundred and fifty dollars—the lowest, two hundred and fifty dollars. This rate is considerably below that given by other cities and large towns in the Commonwealth. We are no advocates for disproportionate salaries. We desire proper economy in this as in all departments of city affairs. But we do not believe it true economy to pinch in the matter of compensation to those who take the labor and responsibility of instructing our children. We want in schools the best of teaching and governing talent. Can we always expect it, if we make insufficient compensation? How can we expect young men, for instance, who have been at great expense in obtaining the requisite education, and who, if they have abilities enabling them to fill well the post of Grammar or High School teachers, have abilities, also, which will enable them to enter, with the best of prospects, into other more remunerative pursuits, to enter permanently the profession of teaching at these low rates? We submit that a true economy will lead the people to demand the best of talent in the teachers they employ—demand teachers of first class abilities,

attainments and character, and then pay them well. The same principle should obtain here as in business pursuits.

More history has been introduced as a study in our Grammar Schools, this year. The committee have thought it important that boys and girls should obtain, in their school course, the first elements of general history, and especially the groundwork of a knowledge of the history of their own country. Every one knows the importance of having a good foundation laid. A knowledge of history is absolutely essential to intelligent citizenship. Our schools are training our future citizens. We want those future citizens intelligent. We do not feel that the institutions of our country are safe in the hands of an unintelligent people. We wish those who are to be our future citizens, and take upon themselves the duties and privileges of the Republic, to understand in what and how the foundations of our government, and all good government, are laid. We wish them to know where other nations have failed, and where danger lies to every people. Shall we, then, school our children in languages, science and philosophy alone? We have hoped, by what we have done, to give the pupils, instructed in the schools of Lynn, a good elementary knowledge in this department, and prepare them to read and study with interest and profit, in this direction, in after life.

We think, in time past, that there has been a little want of balance in the studies of our schools. A little too much of arithmetic has been required, at the expense of other studies. The first attainment of one whose native tongue is the English, should be to "speak and write the English language correctly." It is too bad to hear children, who have the privileges of New England schools, say, "I done it," for "I did it;" "I come yesterday," for "I came yesterday;" "I run home," for "I ran home;" "I see it," for "I saw it," &c. If we would preserve the English language in America, and not split it into as many barbarous dialects as there are States in the Union, we must see that our schools impart it purely. We must look to them first; then our homes. With the mother tongue written, spelled and spoken, should be geography, history and familiar science, and *with them*, not predominant over them, should be arithmetic.

School architecture is a subject upon which we must say a word. We do not refer to the exterior of our school buildings, though that is a matter by no means of little importance when buildings are to be erected. We mean the arrangement and adaptation of the interior for convenience, comfort, health and pleasantness. It is easy to see that a school kept in a room not easy of access, not large enough, not convenient for the recitations of the classes, nor for the care of clothing, &c., hard to keep neat and clean, low in the ceiling, dark and gloomy, would be a school laboring under difficulties. Whatever is gained in such a room is indeed gained; but how much every scholar fails to gain! Of one of the school-rooms in this city,

the remark was once dropped, by one of the committee, that it was as great a disgrace to the city as the school taught in it was an ornament. The requisites of a good school-room are, sufficient size, sufficient ante-rooms, good height of post, plenty of light, arrangement for perfect ventilation without discomfort or danger to the scholar, enough warmth, comfortable seats, and a general pleasant, cheerful aspect. Make the room attractive for the scholar to come to, and take away everything which shall act as a hindrance and obstacle, then it will be easier to have the best schools. And we will warrant that there will not be so many backward scholars and truants as now. With regard to the room alluded to, we are glad to believe that it will not long continue a disgrace to the city.

Of the above requisites of a good school-room, ventilation is one important enough to constitute a separate topic of remark in every school report. Pure air is of absolute necessity to health and clear-headedness in the school-room. Every intelligent person knows that we consume the oxygen of the air of every breath we draw, and breathe out nitrogen, which is simply neutral as to any power of sustaining life, and carbonic acid, which, inhaled again, is deadly poison. Every school-room needs, then, some arrangement by which the atmosphere shall be renewed as fast as breathed. There should be ventilators so arranged as to constantly carry off the bad air and supply fresh. And teachers should know how to employ them, and keep them open in all ordinary weather. But suppose a room has no ventilators? Then the windows and doors must be used. But in doing this, avoid creating strong drafts and sudden changes of temperature. Teachers should remember that a window can be let down an inch sometimes as well as a foot, and a door a slight crack, as well as wide open.

Chairman.—J. B. SEWALL.

MANCHESTER.

To the subject of order and discipline, a great deal of attention has been given by the committee, and they have endeavored to inaugurate such a system, and give such assistance to teachers in their efforts to sustain it, as would eventually convince the scholars of the necessity, as well as the propriety, of good conduct and correct deportment, and would also bring home to the knowledge of parents such instances of evil doing on the part of their children as would induce them to give more attention to home discipline and home influence.

It is indispensable that children should be taught at home, that obedience to teachers and a strict compliance with all the regulations of the school, are duties which must not be neglected; and scholars should be sent to school not only with the negative injunction that they "must not be naughty," but with the positive precept, "be good."

The particular regulation adopted by the committee to attain this end, and which they believe has already produced good results, is really two-fold in its effects, although originally intended for a single purpose. It is substantially as follows:—If any scholar shall interfere with, or in any manner resist, the acts or authority of the teachers in efforts to enforce necessary discipline, or shall wilfully disobey the orders of the teacher, or in any manner encourage disobedience to orders in others, he may, in the discretion of the teacher, be summarily suspended from school and not allowed to return without permission obtained from the committee. The purpose for which this regulation was adopted was, that whenever any scholar should be guilty of any of the misdemeanors therein named, he should be sent home by the teacher so that his parents might at once be put upon their inquiry as to the cause of his being thus sent out of school, and what must be done in order that he may be re-instated. In this manner the matter is placed in the hands of the parents, and it is for them to say whether or not their child shall be obedient and civil and a proper subject to remain in the Public Schools, and upon their application to the committee with proper assurance for the future good conduct of the scholar and co-operation with the teacher in efforts for his good, the child is immediately to be restored to his place in his class.

It is frequently claimed that the right of suspending or expelling scholars from the Public Schools does not exist either in teachers or committee, and that if children are sent to school; teachers are bound to keep them there and to make them mind, but it is the teaching of common sense, as well as the dictation of self-protection, that a vicious and refractory boy in school is like a bad man in the community,—the general safety and well-being of society demand his removal, and confinement even, as the surest means of preventing his evil deeds and reforming him. Some men must be compelled to be good, or rather not to be evil, and the same is none the less true of children. The committee, then, adopted this regulation and instructed the teachers to avail themselves of the discretion thereby given to them, that the influence of home government and home discipline might be felt in the school-room for good; and the experience of the year has taught them that this is the true theory of school government. Let the fireside be the place for government, with the parent for a disciplinarian, and the school-room the place for instruction, with the understanding that no disturber of the general peace and welfare of the school is to be allowed to remain there, and a very great advance is in an instant made towards removing the most serious obstacle, in some sections of the town, to a satisfactory condition of school government. The teacher can then very easily perform his duty. There is a healthful restraint which the exercise of a kind and judicious parental authority begets, that will not fail to attend the child to the school-room, and there exert a more powerful influence for

good than the most potent physical rod of authority. When every parent will exercise such authority as this, there will no more be heard the complaint that there is no order in school.

General Regulations for the Public Schools of the Town of Manchester.—

1. Teachers shall have the general charge of the school-room, and be responsible for its order and cleanliness. They shall also have a general supervision of the entire school premises, and are required to have particular care that no injury is done to the school furniture, buildings or other property. Scholars shall be held responsible for any damage they may do to the school buildings or grounds.

2. From April 1st, to October 1st, the school exercises shall commence at 8½ o'clock A. M. and at 2 o'clock P. M., and during the remainder of the year, at 9 o'clock A. M. and at 1½ o'clock P. M. (except the Cove School, which may commence its afternoon session at 1 o'clock throughout the year,) and the several school-rooms shall be opened, and the teachers expected to be present ten minutes at least before the hours herein named, and each session of school shall continue not less than three hours. Teachers are authorized, however, to detain pupils beyond the regular school hours, for the purpose of discipline, or for additional instruction, especially in case of omitted or imperfect lessons.

3. Teachers will in no case be allowed to suspend or abridge the ordinary sessions of the school, except for extraordinary and imperative reasons, affecting the health or safety of their pupils, or by special permission of the committee.

4. Whenever, by reason of extreme inclemency of the weather, it shall seem proper, any teacher may hold but one session, to continue four and one-half hours, instead of the two usual sessions of the day.

5. There shall be a recess of ten minutes for every scholar, each half day, and no pupil shall be deprived of any part thereof, unless for misconduct at recess. In no case shall girls and boys have recess at the same time.

6. Teachers shall define a playground for their scholars and insist upon their keeping within its limits. They shall also prohibit all improper games upon the school premises, and shall have particular care for the order and neatness of the same.

7. Teachers shall inculcate good morals, good manners, and personal neatness, and prevent, so far as possible, any fighting, brawling, profanity or vulgarity, among the scholars, on or near the school premises.

8. No child under five years of age shall be allowed to attend the Public Schools without first obtaining special permission from the committee. Nor will any child be permitted to enter, or remain in, any school without a certificate or other satisfactory evidence that such child has been vaccinated.

9. Teachers shall not receive into the school any pupils who may have been absent five days consecutively, without direction from the committee, unless such absence has been caused by sickness.

10. All scholars are required to be present at the examination of their schools by the committee at the close of each term. If scholars fail to be present at such examination, either by reason of absence from school on that day or by having left school near the close of the term, unless such absence is on account of sickness, they are expected to be examined by the committee before being allowed to attend school the next term.

11. Proper attention must be given by each teacher to the ventilation and temperature of the school-room.

12. Good and wholesome discipline must be maintained by every teacher, and all instruction must be thorough.

13. If any scholar shall interfere with, or in any manner resist, the acts or authority of the teacher in efforts to enforce necessary discipline, or shall wilfully or habitually disobey the orders of the teacher, or in any manner encourage resistance or disobedience in others, he may, in the discretion of the teacher, be summarily suspended from the school, and not allowed to return without permission obtained from the committee.

14. The following holidays shall be allowed, viz.:—Wednesday and Saturday afternoons, except the Cove School, which shall be every Saturday, all day; the twenty-second of February; Fast Day; May Day; Fourth of July; Christmas Day; and the days on which the Essex County Teachers' Association meet, for those teachers who attend.

15. As punctuality and constancy of attendance are indispensable to the success of a school, it is important to maintain the principle that necessity alone can justify absence or tardiness, in every instance of which, a written excuse or personal explanation, stating the cause thereof, shall be required of the parent, master or guardian; and no pupil shall be dismissed before the close of the school, without a written request from such parent or guardian, except in case of urgent necessity. All excuses for absence or tardiness, and all requests for dismissal, shall be preserved until the end of the term, for the inspection of the committee.

16. Teachers are required to notify the committee, immediately, of all cases of refusal or neglect of the pupils to furnish themselves with proper books.

17. Teachers must be particular in observing and enforcing the foregoing regulations, and in no instance will they be allowed to depart from the course therein prescribed, without first obtaining permission from the committee, or in case of extreme necessity.

School Committee.—D. B. KIMBALL, JOHN PRICE, A. W. JEWETT.

MARBLEHEAD.

A movement has been made which the committee regard as of the utmost importance to the cause of education in the midst of us, and particularly in connection with the High School. The trustees of Marblehead Academy, an institution of more than seventy years standing, which has done a great and a good work in the cause of education in this town during these years, —feeling that in the present advanced state of our schools, they could promote the object of their trust better by a co-operation with the school committee than by the maintenance of a separate school, have voted to grant the use of their building, and appropriate the income of their funds, amounting to some \$350 annually, to the High School, provided the legislature will empower them so to do; and they have taken the necessary steps to secure the favorable action of the legislature in the case at their present session. If this shall succeed, and we have no doubt that it will, then the High School will occupy a commodious building with spacious yards, in a central position, have a valuable addition to its philosophical apparatus, and receive such an amount of funds as together with a wise appropriation by the town, shall greatly increase its efficiency, and give to it a fresh impetus towards the high position which all the friends of education among us are so desirous of seeing it attain.

Regulations of the Marblehead Schools.—1. Scholars may be admitted to the Grammar and High Schools only at the beginning of the winter term following the annual examination; and all applications for admission must be made to the chairman of the committee during vacation.

2. Scholars shall not be promoted from the Primary to the Intermediate Schools, until they have been examined according to the “standard of qualification,” and approved by the committee.

3. No scholar shall be transferred from one school to another, except on account of a change of residence; and in such case, a certificate shall be furnished by the principal of the school which such scholar has attended, stating the cause of the transfer, and the standing of the scholar as represented by the register; and upon the presentation of such certificate, such scholar shall be admitted into the school situated in the district in which he or she may then reside, and shall join the classes corresponding to those of which he or she was a member in the other school.

4. Whenever a Primary teacher receives a new scholar she shall immediately ascertain where the scholar resides, and if found to reside out of her district, she shall at once report the case to the chairman of the committee; and no teacher shall be allowed to retain in school any scholar known to reside out of the district.

5. No scholar shall be permitted to be absent from school, except in case of his or her sickness, or sickness or death in the family to which he or she

belongs, or in case of other urgent necessity ; and every scholar who may be absent for either of these reasons, shall, upon returning to the school, present a note certifying the reason of absence, signed by his or her parent, master or guardian.

6. All the schools shall be opened in the morning by reading a portion of the scriptures by the teachers, at their discretion.

7. The discipline to be maintained in the schools shall, as far as may be, be such as is exercised by a kind, judicious and faithful parent in his family ; and corporal punishment shall be avoided, except in cases in which it is rendered absolutely necessary, and shall be hereafter prohibited in the High School so far as affects the discipline of the female portion of the school.

8. Any scholar who shall be guilty of flagrant misconduct, or whose example is thought to be very injurious, or whose reformation, after repeated admonitions, appears to be hopeless, shall be subject to such penalties as may be prescribed by the visiting committee, to whom the case shall forthwith be reported.

9. Any scholar who shall be guilty of defacing or in any way injuring or damaging the school-houses or school furniture, or the out-houses or fences, shall be subject to such penalty as the visiting committee, to whom said scholar shall be immediately reported, may adjudge proper and necessary.

10. No scholar shall be dismissed during school hours, unless he or she shall bring a written request for the same, from his or her parent or guardian ; or admitted, if fifteen minutes tardy, without a similar excuse, except at the discretion of the teacher.

11. All the school-rooms shall be open and the teachers present, both morning and afternoon, five minutes before the time fixed for the session to begin ; and the pupils shall be in their seats, and the exercises of the school shall commence and close punctually at the prescribed hours.

12. No teacher is permitted to sew, knit, or perform any other work not belonging to the duties of their school in school hours.

13. If any teacher, from sickness or other cause, shall be obliged to be absent from any regular school session, he or she shall give immediate notice to the chairman, who alone shall appoint a substitute ; and no teacher shall omit any regular school session without the express permission of the chairman.

14. From the first of May to the first of October, the schools shall be opened in the forenoon at eight and closed at eleven o'clock. From the first of October to the first of May they shall be opened at nine and closed at twelve o'clock. In the afternoon the schools shall be opened at two and closed at five o'clock ; except from the first of December to the first of February, when they shall be opened at two, and closed at half-past four.

15. The vacation shall be one week, commencing on the Monday preceding the first Monday in June; four weeks, from the first Monday in August; one week, commencing on Monday preceding the annual Thanksgiving; and one week, commencing on Monday preceding the first Monday in March; Saturdays, Fast Day, Fourth of July, twenty-second of February, and Christmas Day, shall also be holidays; and none other shall be allowed, except by vote of the committee.

16. It shall be the duty of the teacher to guard from unnecessary injury the school-rooms, furniture, and outbuildings, and to prevent all waste of fuel.

17. The principals of the several schools are required to keep their registers accurately, filling all the blanks; and are to return them to the secretary of the committee before the first day of March in each year.

18. It shall be the duty of the several teachers to keep a list of all books furnished to the pupils gratuitously by the town, and take charge of all such books whenever such pupils shall leave the school, unless they will need to use them in the next school to which they go; and to furnish the books again upon the order of the committee to any other pupils needing them.

19. It shall also be the duty of the teachers to see that such of these regulations as come within their province are rigidly enforced; and carefully to attend to the manners and morals of their pupils.

School Committee.—B. R. ALLEN, ANDREW LACKEY, W. B. BROWN, N. P. SANBORN, WILLIAM GILLEY, Jr., BENJAMIN P. WARE, STEPHEN HATHAWAY, Jr.

METHUEN.

Our teachers are but half paid for their services. Without giving more than a passing reference to the unpleasant fact that the hard-earned salary of the teacher of our village Grammar School, is only made up by the liberality of a private subscription, is it not too true that our female teachers receive a compensation that is hardly sufficient to board and clothe them? Nor is it a sufficient answer to the fact that teachers enough can be found at the present prices—the supply being greater than the demand. It is not economy to employ a teacher merely on account of her cheapness. The cheapest teacher is the one that teaches the best school, whatever her compensation. Some teachers are much dearer than others at half the price; and in teaching, as in everything else, the best persons will seek out and find the best places. Let us make the salaries of our teachers such, that good teachers will seek Methuen as a profitable field for labor. Again, we doubt whether the same teacher will work as efficiently upon a stinted and inadequate salary. We expect our teachers to be enthusiastic, that by their own enthusiasm they may inspire in the minds of their scholars a like earnest love for knowledge, and a like burning zeal in its pursuit and

attainment. But what teacher can be enthusiastic when she feels that the community for which she is laboring does not appreciate her work, and is not willing to grant her a compensation that is sufficient to maintain her? We say, then, that to keep our schools up to the present standard, even, more money must and should be raised for their support.

But we cannot stop here. We know that we are telling you no news when we say that, as a town, we do not come up to the statute requirements in respect to schools. We hope that now, when it has been ascertained beyond the possibility of a doubt that nearly six hundred families live within our limits, and when, too, the language of the statute requisition has been particularly called to our attention, we shall not neglect for another year to establish a High School such as the statute requires. We urge this not merely to avoid the forfeiture imposed by law—though it is not well to subject the town to indictment at the pleasure of any individual who may be dissatisfied with its action—but because we believe—and in this the opinion of the committee is unanimous—that the educational wants of the town require that such a school should be established. We have families here who are exceedingly anxious that their children should be well educated, but whose scanty means will not allow them to send them away to school. Now is it fair or right to deny unto this class that education which the law intended to secure and provide for them? Again, the want of a High School tends to crowd into the other schools more scholars than can properly be instructed therein, and also to increase the range of studies pursued, and thus to multiply classes.

We presume that the inequality in the size of our districts occasions in a great degree the difference in school privileges; and the fact that some of them are so very small and their means so limited, is assigned as a sufficient excuse for keeping things as they are. This very fact is urged by the Secretary of the Board of Education as a strong argument against the district system; and there is certainly a good deal of force in the idea that, as the schools of the town are supported from a common fund, every part of the town should have equal advantages and opportunities. If the object cannot be effected without, would it not be better that the town temporarily abolish the district system, taking possession of the property of the several districts, compensating them therefor, as is provided by the statute, and build suitable school-houses at the common expense? Why would it not be as fair to apportion the school-houses amongst the town according to the educational necessities of the several sections, without reference to the pecuniary ability of the respective tax-payers, as it is to make a similar apportionment of the school money? These suggestions we merely throw out as food for reflection. We are not particular about the method, but we are very desirous that in some way—either by the town in its corporate capacity, or by the separate action of the people of the several districts to

which these remarks apply—an improvement in the condition of our school-houses should be made.

School Committee.—J. BROWN LORD, SAMUEL G. SARGENT, KING S. HALL.

MIDDLETON.

Gymnastic Exercises.—Successful attempts to introduce such exercises into our schools, particularly in the Centre district, have been made with good results. It is a fact that such exercises tend to give variety to the ordinary duties of the school-room, gratify the pupils, and greatly conduce to that healthfulness and vigor of body so desirable to be attained on the part of the student. But aside from these considerations, these exercises have a most happy effect upon the minds of the children. The mind is invigorated, quickened and strengthened, in a great degree, and the physical nature and moral and intellectual faculties are brought into a healthful and vigorous exercise that they may be educated together and in harmony. It is for these reasons that the best educators of the young introduce physical training into our Public Schools.

School Committee.—SAMUEL PEABODY, CYRUS K. WILKINS, HIRAM A. STILES.

NAHANT.

The classes in reading at the beginning of the year were believed to compare favorably with similar classes under like circumstances in other schools; since that time, however, a continued improvement has been observed, and the uniform remarks of all who have witnessed this interesting exercise, assure us, that our present rank of attainment is very commendable. In order to secure good readers, the teacher must be able to inspire his pupils with enthusiasm and love for the exercise, to make them enter into the subject of the author with lively interest, and so to make the thought apparently their own. Reading, then, would not be simply the mechanical pronunciation of words, but the utterances of thought, emotion and feeling, by appropriate symbols. Such reading, not only adds to the pleasure of the listener, but it fixes the ideas in the mind of the pupil, a thousand fold stronger, and thus becomes real economy of time and effort.

It is said that an eminent elocutionist was requested to rehearse the Lord's prayer at a promiscuous party, in one of our gay cities, and on compliance with the request, but few of the persons present could restrain their tears; and so deep was the impression left on their minds, that although they had met for mirthful enjoyment, they found it impossible to proceed, and so separated for the evening. This wonderful power had been acquired after thirty years of study, and furnishes a striking illustration of the weight of feeling and emotion which a few simple words can be made to express.

School Committee.—JOHN Q. HAMMOND, WALTER JOHNSON, FRANKLIN E. JOHNSON.

NEWBURYPORT.

The Female Grammar Schools have been subjected to no material alterations during the past year. With a uniform system of classification prevailing throughout the city, there remains still considerable variation in the details of their operation. While, with a single exception, they are furnished with two teachers, they differ somewhat in their internal organization. In three of them the charge of the school-room containing nearly the whole number of pupils, is placed upon the principal during much the greater portion of the time, while the assistant is busy with a single class called aside into a narrow recitation-room; and she is permitted to give her undistracted attention to the recitation. The arrangement in the Centre School by which each teacher has the entire control over those whom she instructs, has the decisive advantage which an equalization of labor gives. There does not seem to be any very sufficient reason for our continuing to adhere to a system which experience has proved to be so thoroughly defective that it has been almost entirely abandoned by all the cities and larger towns in our State. While it is quite desirable to have the entire school placed under the control of one highly trained mind, shaping and maintaining a symmetrical system throughout, there is no sufficient reason why that one mind should be exposed to almost constant interruption by being called to preserve order and enforce discipline over those who are instructed by another individual. Every one in the least acquainted with the habits of the school-room will understand that the care of maintaining quiet increases greatly beyond the numerical proportion with the augmentation of the number of pupils brought together into the same room. There is an emphasis of meaning in the fact that one of our Grammar Schools has for several years furnished a much greater number of thoroughly qualified candidates for the High School than either of the others. If the difference be not all due to the circumstance that it is conducted upon the plan of furnishing a room for each teacher, it will be hard to persuade some that this does not furnish at least a leading cause. It is made certain by thousands of experiments, that no teacher ought to have under her care much if any above fifty pupils at the same time. If a greater number are thrust upon her this will be followed by a demand for an increased attention to the order, and consequently a diminished attention to the studies which are being pursued. And the great marvel is how a teacher having under her constant oversight ^tnot far from a hundred pupils can find time to impart any thorough instruction. This necessity ought to be provided against in the future construction of our school-houses, and not a single one should be allowed to be built upon that plan which provides a recitation-room as an appendage to the school-room.

Truant School.—The attention of the board was in the early part of the year called to the alarming extent of absenteeism from our Public Schools. Upon inquiry they found that truancy was the chief cause. To remedy the evil they visited the parents and conversed with them upon the subject. Still the number of truants did not decrease. They then resorted to the statutes of the State in order to ascertain the powers which they possessed in regard to the matter, and the extent of their obligations.

The law as it stood on the statute book, produced no effect here in this city, inasmuch as no action had been taken by the city council to make provision for its enforcement: whereupon this board in the early part of the year requested the city government to provide for its execution, in order that they might employ it for diminishing the number of truants from our schools. The city council took immediate measures to bring the law into operation. A place was prepared at the city almshouse for the purpose of receiving all such children as might be sentenced under this law. A school was established, the 13th of June, by the board, and seven truants were found waiting for instruction. The number of pupils steadily increased until the school contained twenty-six scholars. One of these has, for his good behavior, been released through a pardon. The others still remain pursuing the same studies with those who attend our Primary and Grammar Schools.

The proficiency made by these boys is quite remarkable. The idea was prevalent among parents and teachers, that however competent in other respects, these boys were deficient in the capacity for learning from books, and the inference was drawn that it was of almost no use to force them into school. Turned out into the streets, they infested the places of business and were constantly committing depredations upon property, and becoming skilled in dishonest arts. Their numbers were augmenting in a fearful ratio by their enticing others away from school and leading them into the same devious paths in which they themselves were treading. The experiment has already proceeded far enough to prove both the wisdom of the law and the beneficence of its execution. No such progress in study has been made by any class of scholars in any of the schools of our city as has been witnessed in this. At the recent examination the committee listened with delight to quite fluent reading in the primer by boys, who when they were first placed in the school could scarcely distinguish one letter of the alphabet from another.

The influence upon the attendance at school has also become distinctly visible. Boys inclined to irregularity, ready to seize upon any pretext for absence, have a salutary dread of the dark cell, the prison garb, the close confinement and the discipline of the truant school, and are much more careful about multiplying delinquencies. By no action held by this board for a long time have the interests of education been more efficiently pro-

moted than by the establishment of this school. We believe, also, that the sentiments of the public generally will coincide with our own when we say that no measures tend more directly to prevent crime than this which snatches boys from the training which is certain to make criminals of them, while wandering about the streets, and places them under such instruction as will fit them to govern themselves, and in the end become good citizens. This is a sufficient compensation for the very heavy expense which has been necessarily incurred in providing a place for the accommodation of the school and clothing and feeding the boys. It is far better to incur that expense to prevent crime, than pay it in order to procure its punishment. One or the other must be done for these children of neglect. The public must become a benignant foster-parent of these, or the stern enforcer of the penalty of righteous law upon them.

Classification.—Prominent among the aims of the board during the past year, has been the elevation of the standard of scholarship in each of our schools. By an inherent law there is always a downward gravitation. This can be successfully resisted only by continual watchfulness and effort on the part of those to whom is intrusted the oversight of the schools. By gradual allowances, conceding little by little, year after year, pupils belonging to the Primary Schools have been crowded up into the Grammar Schools, and those in turn have been prematurely hurried into the High School. But scholarship is not gained by a change of position. Nor can it be conferred by the alteration of a name. It is better for the pupil to pursue the studies of the Primary School in that school. He ought not to be jostled out of his natural relation until his progress legitimately carries him into another school. To change this natural order is unprofitable for the city, which has graduated the salaries of the teachers, so that more is paid for instruction in the higher than in the lower schools. If it wanted to give several hundred dollars a year more for a Primary teacher, it were best to do that directly; not by setting the master of a Grammar School to teach studies that are assigned to the grade below.

So also respecting the grade above. Our Grammar Schools were planned to furnish an ordinary Common School education and fit to for the common duties of life. They have done it in thousands of cases. They were never more capable of doing this than now. If a boy cannot remain more than one year in the High School it were a much better way to retain him a year longer in the Grammar School than to crowd him a year earlier into the High School. This last process tends directly to superficiality, and converts what was originally intended to be a man into a contemptible pretension of a man. He carries out into the world only the empty name of a pupil in the High School. With reason, then, your board think that they are making progress in the right direction when they attempt to arrest the downward tendency of the schools. They have done this during the

past year. The requirements for admission into the Female High School were higher than ever before, and those for the Brown High School were raised above those of several preceding years. The same was true to some extent in the admissions into the Grammar Schools, though not yet equal to the necessities of the case. Pupils never ought to be, even for a day after their promotion, held back upon their primary studies. They should move straight on, and if any have been sent up unprepared they should forthwith be sent back again into the school to which they belong. Pursuing this method we should keep up a clear distinction between the Primary and Grammar School, as we ought to do. We should make room for an improvement in our schools, as we must, in order to move along with the great currents of education around us. We should avoid also the frequent breaking up of the classification of our schools, which must to a sad extent waste the energies and hinder the success of our teachers. If we intend to maintain the eligible rank among the towns and cities of this Commonwealth which has been credited to us, we must insist upon the maintenance of that thorough classification of schools which is involved in the present division of them.

School Committee.—WILLIAM THURSTON, WILLIAM E. CURRIER, MOODY D. COOK, ISAAC A. BRAY, GEORGE W. HALE, DAVID J. ADAMS, WARREN CURRIER, JAMES N. SYKES, HARRISON G. JOHNSON, BENJAMIN Y. GEORGE, HORACE CHOATE, MOSES A. CURRIER.

NORTH ANDOVER.

The schools generally have been well managed by competent teachers, and the advancement of the pupils in the various branches, satisfactory. Truancy has diminished under the excellent by-laws adopted by the town, and no difficulty has arisen of sufficient importance to require the interference of the committee, but in one instance. The unexpected rise in prices has caused an increased expenditure of school money, and as a consequence several of the districts have been obliged to shorten the term of their schools. The deficiency in most of these schools is promptly met by private teaching, the schools remaining as full as before; and the increased sums raised by the town will prevent the occurrence of the inconvenience the coming year.

School Committee.—S. E. STRONG, J. C. CARLETON, G. W. BERRIAN.

ROCKPORT.

Our Teachers.—The committee have employed home talent in our schools, with one exception, as will be seen in our special reports. They make no invidious comparison between foreign and domestic teachers; but our first duty is to our home candidates; when they will not suffice, then,

and not until then, do the committee feel themselves privileged to look abroad.

Rotation in Office.—It is sometimes unpleasant to the unsuccessful applicants for schools to think that some teachers are almost continually employed,—they are liable to feel anxious for rotation in office. But the committee are seriously opposed to the frequent change of teachers. Other things being equal, they are confident that those schools are the most harmonious and successful, which are the longest under the jurisdiction of the same teacher. They would deem it good policy, therefore, to make the government of a school as uniform and continuous as possible. In the frequent change of teachers, old restraints are liable to be removed before new restraints can be imposed. Then it takes time to form that acquaintance, and beget that confidence upon which, mainly, depends the peace and prosperity of our schools. Facts have occurred this year which abundantly verify this opinion. And neither sympathy nor partiality will justify a committee in departing from this principle.

Truant Officers.—The committee are of the opinion that the cause of education, in this town, might be materially subverted by the appointment of one or more truant officers, whose duty it shall be to look after truant and vagrant children, and compel them to attend school. As it is now, a great many are almost habitually on our streets, to the neglect of their studies and to the injury of the town.

If the town will authorize such officers, we are fully assured that the effect will be most salutary, both upon the schools and those careless and reckless boys, not to say girls. “*An ounce of preventive is better than a pound of cure.*”

School Committee.—STILLMAN BARDEN, HENRY DENNIS, JR., DANIEL WHEELER.

ROWLEY.

The town has not been mistaken in the zeal it has shown to give every child a fair chance for an education. The expenses are becoming heavy and we feel the necessity of care in our appropriations. But what is given for education will always be wise, until enough is raised to keep the schools throughout the year, and secure those teachers who have been so sufficiently tried as to show that we cannot do better.

Some of the schools when successfully going on, had to be stopped suddenly for want of money, and the children sent home to lose what they had learned, because they had hardly begun to be interested in study before they were obliged to leave their books. Those who have been educated must see the sadness of this, and those who have not, feel so much the losses they sustain, in not being made to study constantly in their youth, as not to be willing to subject others to a like experience. The prices for teachers

will be likely to be increased, and the expenses for fuel and other necessary things of the school-room. It would seem then that our appropriations should be correspondingly increased.

Education will always pay, however it may be with government bonds. The child well educated is not certain to be a useful man ; but he is far more certain to be such, than if his mind is suffered to run to waste.

The sympathy of parents for our schools will make them more interesting to the children. It is sad to think that so many parents are careless whether their children are at school, and whether, when there, they are made to submit to the rules and learn the lessons. The ruin of many a one is to be traced to the carelessness shown at home to uphold the teacher, and to see that as regularly as the day comes the children go to their books.

The military arrangements have not, as was proposed in the legislature, gone into our Common Schools.

There is one military arrangement that must be there if we would have them successful, and that is that every child during school hours shall be ready to answer to his name, be in his place, and keep his eye upon the teacher until he learns what is to be done, and then go and do it.

This sympathy of parents, this reasonable appropriation of money, this continued earnestness of our teachers, this rising interest of our scholars, will make our schools worthy of those days when the fathers built a church and a school-house, before they attended to the comfort of their own dwellings, and the question how much they could make their farms and merchandise pay.

School Committee.—BENJ. H. SMITH, JOHN M. RICHARDS, ALBERT TITCOMB.

SALEM.

Reasons for believing it expedient to appoint a Superintendent in Salem.
—Whether the reasons commonly used in behalf of the measure under consideration, are sound, this board is as well able to decide as its select committee ; but that committee feel bound to express their conviction that they are sound, and sound in Salem if anywhere. Our school system is a large one. We have at least eighteen distinct schools ;—if their departments or separate divisions are enumerated, unless this committee is in error, the count is not far from fifty. Among us, if anywhere, is there need of more supervision of schools, and that more intelligent, and better contrived for the securing of accurate grading and uniformity of excellence,—in order to the highest development of our system. The board of school committee, in 1861 and 1862, left upon record the following testimony, in a report written by Rev. Dr. Briggs : “ An amount of service is needed which your committee have not rendered, and which no committee of pro-

professional or business men can often perform. They will not and cannot have higher duties in themselves, but they have other duties which are imperative, and which leave neither time nor strength for this additional work. A competent school superintendent who should make the studies, the discipline, the recreations—the care of the schools both in general and in detail—his special work, is the only instrumentality, perhaps, which can accomplish all that we desire and need in a city as large as this. A proper salary for such an officer of instruction, we believe would be a most truly economical and wise expenditure. He could find abundant occupation in so large a number of schools. He might do much to improve their character in every way.”

With these views, this select committee heartily coincide. We are decided in an opinion that our school system needs a more adequate supervision than it now receives, and just that kind of supervision which only a superintendent can give it. Changes are needed in our schools which only a superintendent can successfully inaugurate. Organization is needed, which only one mind and one will can perfect. Work needs to be done which only a laborious and capable man with nothing else to do, can think of undertaking.

This being the deliberate judgment of this select committee, it hesitates to mention what must always be a subordinate matter when the interests of education are involved, viz.: the expenditure which to establish the office will require. The outlay needed will be simply the salary of \$1,500, so far as we know. And it is believed, it will be true economy on the part of the city to pay it. In the first place, the board of school committee are entitled to a good part of that amount, for the measure of service which it now renders. The statute of the Commonwealth, (Gen. Stat. chap. 38, sect. 33,) makes it the duty of this city to pay its school committee each at the rate of one dollar per day for all the time in which they are actually employed by the duties of their office. Five days is a small estimate enough, far too small doubtless, of the time which the members of the board devote to these duties, but this number would make their dues \$100. And it is believed that it would be better for the city if this was actually demanded and received, for an unpaid committee naturally feel very much less responsible to the city, than one which is laboring per contract. But if the money is to be paid, it had better be paid to a superintendent, in which case the committee can make no claim. In the second place, the appointment of a superintendent has been found a money-saving measure. The board of school committee of Lowell testified in 1860, that the superintendent had enabled them to reduce the incidental expenses of the schools by more than twice the amount of his salary. Mr. Northrop testifies, that in a number of instances within his knowledge, a similar result has followed the establishment of this office. He says, “so far as my observation extends,

the general fact has been increased economy, as well as efficiency in the whole school administration." This committee is of opinion that in making purchases, in superintending authorized repairs, and in some other particulars a superintendent can act greatly to the advantage of the city.

This select committee therefore respectfully report as their conclusion that it is expedient to appoint a superintendent of Public Schools in Salem, and it is recommended that this board petition the city council to pass an ordinance creating the office according to the statute of the Commonwealth.

School Committee.—CHARLES RAY PALMER, W. G. CHOATE, Dr. GEO. A. PERKINS.

SALISBURY.

In closing our report we would suggest the propriety of the town increasing the amount appropriated for the support of schools. It will be perceived that the length of the term of the schools has been shortened in consequence of the necessary advance in the wages of teachers. While we believe it is the duty of the town to have an eye to economy in its expenditures, we believe there should be no reduction in the length of the schools, but rather an increase.

In a sense the children are the property of the town, and its future interests and destiny are to be committed to their hands. If the property, then it is the duty of the town to educate them intellectually and morally, so that in its future control and direction its highest welfare should be promoted. Onward and upward should be the motto in regard to our Common Schools. The elevation of the masses from year to year should be our aim and object—a constant "levelling up." In order to secure this end, and give the proper impetus to these interests of the town, an increase of appropriation will be necessary.

The elementary principles of every branch of science or art, of whatever name or nature, are all important. As well erect a house upon the sand, where the winds and waves continually act upon its foundation, as to attempt to advance scholars in any branch of science without attending properly to its elementary principles. These are the only foundations upon which the superstructure of a complete knowledge of any art or science can be erected. Hence the number of pages a class has passed over is no certain indication of their knowledge of that particular study. Have they a good understanding of its first principles? Have they advanced from its primary principles onward, intelligibly and consecutively, step by step, inquiring into the "why" as well as the "how?" We are aware that it is almost impossible to give this consecutive training in our Public Schools as now constituted. Absence, that demon of the school-room, prevents such acquisition. Yet, notwithstanding this incubus, the elementary principles could and should be mastered. Reading and spelling are of the first

importance and have received, in some of the schools, commendable attention. Others may have given the requisite time, but from an error in classification or in the manner of instruction, have failed to secure the position in rank which should have been attained. Scholars desire to advance from a lower to a higher book in the series, when, in many instances, it would be a favor to them, and the duty of the teacher, if any change was made, to select a grade lower in preference to one higher. We believe the true interests of many of the schools require new classification in this respect.

If a scholar, by absence, illness, or any other cause, becomes a dead weight upon a class, it is the teacher's duty to remove such to a lower rank. A prevalent error in some of the schools is an indistinct articulation. Distinct articulation and a proper modulation of the voice in connection with sufficient moderation, are the necessary requisites of a good reader. In these three particulars even the first classes are wanting. They read too fast, they do not enunciate distinctly, and they do not read so as to give the proper inflections of voice. It will be the aim of the committee, during the coming year, to correct these evils as far as practicable.

School Committee.—PERKINS MERRILL, A. G. MORTON, BENJ. EVANS.

SAUGUS.

The scholar, the parents, the teacher, and the committee men have responsible duties to perform, in order that the schools may be the very best, and each one must perform that duty for himself, and not for another, faithfully, according to the best of his ability. The responsibility is, we had almost said, fearful, but the reward will be glorious.

A united, comprehensive and continuous effort, on the part of all, is solemnly required at our hands. A high tone of morality must be encouraged, and severe discipline must be maintained in order to secure the best good of each individual scholar. And parents, teachers, and scholars will remember that severe discipline in good morals, and habits of industry and punctuality at home and at school, are for the good of all, indeed, for the ease and comfort of all.

The object of Education.—No system of education is perfect which has not for its object the training of all the faculties, moral and physical, as well as the intellectual. The muscles should be developed by healthful exercise, while the body is subjected to the mind, and the mind to the moral nature, yet all in harmony, in order to realize the highest type of manhood: a sound mind in a sound body, controlled by an enlightened conscience.

Thoroughness should be encouraged.—While the process of education may be said to be commensurate with our earthly existence, it is not always, if ever, conducted in the best possible manner. Men are always being edu-

cated, but too often in a manner so heedless as to be of little real advantage to themselves or any one else.

A fact thoroughly learned is alone fruitful of good results. There is a great difference between task learning, or the indolent reception of knowledge without labor, or with just so much labor as will enable one to recite a lesson passably well, and that effort of the mind, which is always necessary in order to secure an important truth and make it fully our own, which we call study.

The first aim of a teacher should be to fix in the mind of a scholar the importance of thorough self-discipline, the habit of deep, patient, systematic research, of thinking and reasoning accurately, and of concentrating thought, of applying and suspending thought at will; thus to strengthen the mind and enable one to think a subject through and through.

The first step in this direction should be taken as early as possible; and the motto of every scholar should be, not how far, but how well. Thus alone can the past be made secure, and more knowledge acquired from day to day than is forgotten.

Drill.—There has been introduced into our schools during the past year, for the first time, we think, a system of weekly comprehensive reviews, and with excellent results, thereby keeping constantly before the mind of the scholar, the framework, or fundamental principles of the science being taught. We have thought that in this way, better than any other, what we have called fragments, might be gathered up and nothing lost.

Home Influence.—We cannot overestimate the importance of well-directed home influence upon the success of our schools. The subtle, strong tie of sympathy which links the hearts of parents and children like an electric cord, affords a ready means by which the slightest prejudice may be communicated, and no effort on the part of the teacher can be successful without their hearty co-operation. We may look in vain for improvement in the youth who does not receive the sympathy and encouragement of the home circle—those “words of wisdom fitly spoken which are like apples of gold in pictures of silver.” Especially the influence of mothers should not be neglected or forgotten, for on them more than any other depends the well-doing and happiness, or the error and grief, not only of childhood alone, but of the far more dangerous period of youth. Many men whose names are written in letters of living light have owed their success in life to this influence.

Absenteeism and Tardiness.—Parents are apt to feel that when they have provided splendid school-houses—cool in summer and warm in winter—good teachers, a good committee, to look after the interests of the school, and voted to tax themselves liberally for books and wages of teachers, sent their children to school such a part of the time as is perfectly convenient, that they have performed their whole duty. We say that when they have

done all this, and more, their duty has just commenced. A parent who stops here is as injudicious as he who gives his child of tender years a sum of money and directs him therewith to educate himself. Childhood knows not how to value rightly the good before it, and is slow to learn either the value of time or money. Children should be daily led and taught to drink deeply and to love to linger around the fountains of learning.

For the Committee.—A. B. DAVIS, J. S. OLIVER.

SWAMPSCOTT.

Regulations of the Public Schools.—1. The school-room shall be opened fifteen minutes before the time appointed for beginning school.

2. The school hours shall be, for the morning, from nine o'clock to twelve, throughout the year; and for the afternoon, from two to five, from the first Monday in April to the first Monday in October; and from the first Monday in October to the first Monday in April, from half-past one to half-past four o'clock.

3. Each instructor shall punctually observe the time appointed for opening and dismissing the schools, and shall make no occasional change from the regular hours, without consulting some member of the committee.

4. The morning exercises of the school shall commence with the reading of the Bible; and it is recommended that the reading be followed with some devotional service.

5. An excuse, written or otherwise authenticated, must be brought by each pupil, for absence, tardiness, or dismissal before the appointed hours for leaving.

6. Tardiness beyond five minutes shall be considered a violation of school hours, and shall subject the delinquent to such penalty as the nature of the case may require.

7. There shall be a recess of ten minutes each half day, for every school; and for every Primary School there may be an extra recess each half day.

8. The instructor shall exercise a kind and parental discipline. If there is direct and violent opposition to the authority of the teacher, or continued disobedience in a pupil, or improper interference of parents, such as to render his example permanently injurious, it shall be the duty of the teacher to report such pupil to the committee, who alone shall have power to expel from the privileges of the school, and to re-admit, evidence being given of repentance and amendment.

9. No pupil having been in attendance at one school shall be admitted into another, without previous consent of the committee.

10. Each teacher is directed not to receive any children, as pupils, whose residence is out of town, and if any are now in attendance, they are now to

be dismissed. Neither is any child other than a pupil to be allowed temporarily in any school.

11. In case of difficulty in the discharge of their official duties, or when they may desire any temporary indulgence, the instructors shall apply to the committee for advice and direction.

12. No studies shall be pursued in any of the schools, nor any text-books used or introduced, except those authorized by the committee.

13. The statute in regard to the faithful keeping of the school register is to be observed. And it is directed that this register be kept at the school-room, for inspection of the committee.

14. Whenever the necessary school-books are not furnished by the parents or guardian, on the written request of the teacher, it shall be his duty to send such pupil with a written order to the town librarian, specifying the name of the book required, the child's name, the parent's or guardian's name, and the name of the street in which he resides.

15. No subscription or advertisement shall be introduced into any Public School without the consent of the committee.

16. Scholars are not to be admitted to any Public School without a certificate from some member of the school committee.

17. Any scholar who shall be guilty of defacing, or in any way injuring or damaging school-houses or school furniture, or out-houses or fences, shall be subject to such penalty as the school committee shall ordain.

18. Scholars are not to be admitted into the schools until five years of age.

19. The above rules are to be strictly observed.

Teachers appointed.—Vacancies shall be filled as soon as may be after the resignation of any teacher or teachers, but the annual re-election of all the teachers shall occur during the month of March, and their salaries be fixed.

Annual examinations of the Public Schools shall take place in the month of February.

Calendar.—Spring term commences on the first Monday in March. Ends two weeks before the first Monday in June.

Summer term commences on the first Monday in June. Ends five weeks before the first Monday in September.

Fall term commences on the first Monday in September. Ends one week before the first Monday in December.

Winter term commences on the first Monday in December. Ends one week before the first Monday in March.

Holidays.—The following holidays will be allowed, viz. :—Saturdays, Days of Public Fasting, Fourth of July, Thanksgiving Day, Christmas Day, New Year's Day, Twenty-second of February, and May Day; and those instructors who may wish to attend the Essex County Teachers'

Convention, will be allowed, for this express purpose alone, the two days in spring, and the two in the autumn, on which said convention meets. And no change in the regular days of keeping school is to be made, without previous consultation with the committee of the school.

School Committee.—J. B. CLARK, WILLIAM B. CHASE, DANIEL W. FULLER.

MIDDLESEX COUNTY.

ACTON.

Attendance.—Considerable time and money are thrown away by scholars being tardy and absent. The average attendance in some of the schools seems much below what it need to be, some terms it being but little more than seventy-five per cent. If this were the case with all our schools, several hundred dollars of the sum appropriated by the town would be absolutely lost. This shows that there are not a few parents who either do not know where their children are during school hours, or else do not appreciate education as they ought. Parents can in a great measure correct this evil. If our schools are what they should be, scholars are made both wiser and better by being punctual and regular, and the rising generation of men and women will be more or less cultivated and accomplished according to the improvement of the privileges the Common Schools afford. It presents a bad omen for the future prospects of a lad to hear of his playing truant. If parents would save their children from degradation and perhaps crime, they must not suffer it. If a youth is so indifferent to study as to run away from school, there is reason to fear he may be engaged in some vicious employment while absent. A scholar not only loses the hours he is absent, but discourages the teacher's efforts in his behalf, is thrown off the track with regard to his studies, and thereby mortifies and discourages himself. The money and time devoted to our schools is more precious than diamonds, and the children of parents who lightly esteem them are to be pitied. Not a few children receive all the opportunities for education they ever enjoy in the Common Schools, and such certainly have no school hours to idle away. We think some of the children of this town are taken out of school quite too young.

Character and Manners.—It is not right for a teacher to be indifferent to the moral conduct of his scholars. Some may think it none of their concern if their scholars do quarrel, use profane language, and trespass on neighboring fields and orchards; but this is a wrong view to take of the

subject. A good character in a child is of the first importance; unless he possesses it, whatever intellectual attainments he may arrive at, his life will doubtless be fruitful of more evil than good. It is the duty of teachers to see, so far as they are able, that nothing inconsistent with strict morality transpires in or about the school-house. To instruct children "to love the Lord their God with all their hearts," and "to do unto others as they would that others should do unto them," commends itself to all good people.

Scholars should be taught good manners also. Ill manners appear worse in an intelligent person than in one who is ignorant; whereas virtue and affability often hide a good deal of ignorance, and make many friends. True politeness is a virtue and pleases everybody.

School Committee.—WILLIAM W. DAVIS, GEORGE C. WRIGHT, J. E. HARRIS, DANIEL FLETCHER, JOSEPH EASTERBROOK, ISAAC FLAGG.

ASHLAND.

In these times of high taxes and war prices, there may be a temptation felt to curtail the appropriation for the schools. Every enlightened citizen, however, must deprecate such a course as most prejudicial to the best interests of the community. The attempt to save here, would be not economy, but parsimony. If retrenchment be made anywhere, let it not be in our system of Common School education. This is one of the chief bulwarks of morality, intelligence, patriotism and freedom. We ought to cherish the interests of education with increased care and with an added sense of responsibility, during a time of national convulsion and strife. We shall need all our present facilities of public enlightenment and civilization, that our children and youth may not become fit materials, in the next generation, for another conspiracy and rebellion. The safety of republics depends, in great measure, upon the intelligence of the people. Our Free School system has given our State an enviable preëminence; let us be careful how we do ought to tarnish the bright fame we have already won.

For the Committee.—D. F. LAMSON, HENRY CUTLER.

BEDFORD.

Comparative Value of our Schools.—There is one defect in the school system of the town, which is apparent to all who have given the subject attention. We need a school of a higher grade than any that exists, in which the older scholars in the town can pursue the more advanced branches of learning. This want has long been felt and attempts have been made to supply it. We shall not propose any scheme for a "High School," although we do not think it an impossibility to meet this demand. This defect has

led some to undervalue the schools we do have. The objection is urged that they are inferior to the schools of the same grade in larger towns. This objection, we think, is not well founded. We are to judge of their character by their fruits. The result of our observation has been, that scholars, until they reach the age of twelve or fourteen years, will make as rapid progress in the schools of Bedford, as in those of larger towns.

School Committee.—MARCUS B. WEBBER, CHARLES ROBINSON.

BILLERICA.

There is an evil existing in the town of Billerica as in a few other towns of the State, which greatly retards the progress of the schools, and prevents anything like a general and uniform system of improvement. We refer to the district system, and the local or prudential committee. There should, of course, be a local or district committee, for the proper care of the school-houses, the providing of fuel, &c. But the evil to which we refer, is that of hiring teachers. There can be nothing uniform and progressive in our schools while this is the case. In some districts the prudential committee-man is changed every year, and sometimes with the purpose on the part of those who choose him, of getting rid of a teacher, good in herself, but offensive, without cause, to a few; or of procuring a teacher, a favorite, it may be a relative, of the few. Such is the want of interest in the annual district school meetings, that any one who wishes a certain prudential committee-man elected for a certain purpose, can easily effect it. Cases of this kind, the committee believe, are rare; but they do occasionally occur in all towns where this system is adhered to. It need not be said that, where it does exist, it has a most deleterious effect upon the moral and intellectual progress of the schools. Again, the prudential committee hires a teacher and sends her up to the town committee to be examined a day or two before the school is to begin; if she is qualified to teach, well and good; if not, the school is delayed. Again the prudential committee-man sees there is but little money in the district treasury, and with the best of motives, in order to have as long as school as possible, employs a teacher who is willing to teach for a smaller salary than a good and a long-tried teacher will teach for. Again there is but one teacher sent up from a district to be examined for a certain school. She may not be absolutely unqualified, but there may be half a dozen in the district, or to be easily procured, who are better qualified; but there is no choice; because she is not absolutely unqualified she must have the school. All these evils would not perhaps disappear by discontinuing this system, but most of them would be cured, and the rest lessened. The petty district jealousies would be avoided, and a competent teacher would be examined and employed for the school before the time for beginning it.

To secure good teachers and a general system of improvement among teachers themselves,—a becoming intellectual ambition,—certain days each year should be appointed on which applicants for schools might present themselves for examination. Of course there would be more applicants than were needed for the schools. Those who passed the best examination, and were the best qualified in other respects, and those alone, would need to be employed. The others would very naturally make efforts to prepare themselves the better for another time. In the meanwhile, should a vacancy occur, the committee would know who among these latter were best qualified to fill said vacancy. In this way teachers themselves would be improved, a better corps of them be found in our schools, and a uniform and progressive system secured throughout the town. Under the present system, this is absolutely impossible. The committee now have no power to employ a teacher, and no power of selecting the best teacher, and no power of rejecting a poor teacher, provided she is not absolutely unqualified; and everybody knows or should know, that the distance between absolute disqualification and the best qualification, is often great.

School Committee.—JAMES SALLAWAY, JOHN D. SWEET, J. G. D. STEARNS.

BOXBOROUGH.

The duty of parents having children in the schools is a common-place theme, yet the theme involves practical points of such importance that it cannot be too persistently urged upon the attention of those interested. The most common and perplexing difficulties are those which spring up between parents and teachers. It is believed that none impose such unpleasant responsibilities upon the committee. It is believed that if parents took pains in every case to get a full knowledge of the facts by visiting the school-room, they would generally be less disposed to complain, for it rarely happens that a teacher does a pupil great injustice except under very great provocation. It is true that no provocation whatever can excuse a teacher in doing a pupil wrong; but reasonable parents will be slow to censure a teacher harshly for even a wrong which they themselves under similar provocation would have been tempted to commit. Parents who wish the school well will never permit their children, or justify, or uphold them in violating any of the requisitions of the teacher.

Superintendent.—OLIVER WETHERBEE.

BRIGHTON.

Primary No. 1.—This school, during the past year, has continued to deserve the high commendations we have bestowed upon it since it has been under its present teachers. As a sample of the spelling of this school, we

may state, that some members of the first class spelled forty words selected promiscuously from the portion of the spelling-book gone over, without a mistake. Other members made their first mistake only on the twenty-first word, and they were not allowed a second trial, or to correct mistakes under the most rapid putting out of the words. In this manner, the majority of the class could spell from fifteen to twenty words without a mistake. The reading is likewise good; even the lessons in poetry were fairly read for scholars so young. Their knowledge of punctuation also excited our attention, and the teachers' excellent method of instruction in it is worthy of praise.

School Committee.—RALPH H. BOWLES, J. P. C. WINSHIP.

BURLINGTON.

The wonderful story of the history of our country during the last four years suggests the thought whether, for the class of pupils referred to, for those who devote the last year or two of a Common School education to purely intellectual studies, a text-book could not be framed and compiled, which would properly lay the foundation of a correct knowledge of the system of that government under which it is presumed each pupil will remain during his life, of which he will be a part, and upon the maintenance of which in its proper integrity depends his prosperity and his happiness. An elementary text-book of this character, suitable to this end, is a real desideratum, and does not exist in the range of our political literature.

The wisest and best system of government yet derived from the experience and ingenuity of man, ought to be thoroughly understood by those for whose benefit it exists, and upon whom devolves the responsibilities of preserving it for themselves and of transmitting it to their successors. What more interesting subject could be presented to the youth than a popular exposition of the theory of our republican government? By what means can he so effectually understand his own relation to the government in which he may so soon play an active part?

With all our boasted intelligence it is but too true that there are many respectable members of the body politic, who not only misinterpret the plainest axioms of free government, but who hardly have a correct conception of its true purposes. A text-book enunciating and illustrating the simple and fundamental principles of our free institutions might be made, in the hands of our public teachers, the instrument of immeasurable influence in shaping the political character of the rising generation. The citizen who best understands his duties will usually prove the most determined defender of his rights, so that the education which inculcates the one, furnishes both arms and courage to maintain the other. The inculcation of one false theory as to our form of government has seduced to the support of the

present rebellion tens of thousands of misguided champions, who, but for its pernicious teachings would have remained loyal citizens, invulnerable to any other attack. In no other country could a citizen have doubted to what power he owed his paramount allegiance, for in scarcely any other country would he have enjoyed enough of liberty to have excited inquiry as to its source, or gratitude for its enjoyment. Among a free people, the discussion of questions of governmental policy, of the relation of its rights and duties, and of a thousand correlative and dependant questions will ever continue to exercise the best hearts and intellects of the land. The preparatory course for these discussions ought to be in our Common Schools; and undoubtedly is in a large sense so, under our present system through its general educational influences. Still, a definite text-book, clear and simple, adapted to the understanding of pupils of from twelve to fifteen years of age, would be a specific preparation and training which would be of incalculable benefit to the individual and so to the body politic. Such a study would be preferred by pupils, as well as by parents, to those usually occupying the attention of their children during the last year.

School Committee.—OAKES TIRRILL, OTIS CUTLER, CHARLES W. FOSTER.

CARLISLE.

The Necessity of Parental Co-operation.—Parents may co-operate with the school committee, and the teachers in their employ, in various ways. Parents sometimes send their young children to school merely for the sake of relieving themselves of their noise and presence, and thus turn the school-house into a nursery of infants. The query may well arise in our minds, why government did not long ago contract for a large amount of cradles—an article so apparently necessary for the improvement of many of the pupils of summer schools. But, to be serious, the committee are of the opinion that the school-room is a place to instruct minds of sufficient maturity to improve upon the instruction imparted, and it is a question with them, whether the sending of children to school before they arrive at the age of six years, does not eclipse the usefulness of the instructor and impede, rather than facilitate, the cause of education. If so, parents can better co-operate with teachers by retaining such children at home. Again, parents can co-operate with teachers by cultivating punctuality in the attendance of their children. Tardiness too much characterizes the children of some families, and while it interferes with their own progress, it perplexes and embarrasses the arrangement of the school. Repeated absences, also, are too general, and those children to whom these apply, must, of necessity, occasion derangement in classes and clog the machinery of the school-room. Now, parents should insist upon promptness and regularity in their children, and permit nothing of an ordinary character to interrupt

the constancy of their attendance upon their daily school duties. Further, parents may co-operate with educators, by instilling into the minds of their children, the necessity of yielding obedience to wholesome government. Nothing can be successfully accomplished in a school-room, without good government. If "order is heaven's first law," so it should be that of the school-room. Too many have suffered this thought to fade from their view, and are too often, it is to be feared, found cultivating the spirit of rebellion to wholesome school discipline, by taking the part of the child in times of chastisement, rather than the loyal spirit of obedience. In the judgment of the committee, not only is it necessary to inculcate the loyal spirit of obedience in the minds of our children, to school-room law, and thus contribute to the success of teachers, but it is indispensably necessary to the permanency of our civil and religious institutions. Our great rebellion may be adduced as proof of this. Finally, parents may co-operate with teachers by cultivating a feeling of love in their children for the school-room. This may be done by impressing upon their minds the design and importance of schools and the value of the knowledge acquired thereby; and, in cases where it is practicable, endeavor to assist them in their studies at home. Parents should never threaten to send their disorderly children to school as a prison, to suffer out a penalty, for in such a case the school-room bears the air of oppression and punishment, rather than a retreat of pleasure and profit. To these suggestions the committee deem it proper to call the attention of their fellow citizens; and while they rejoice in the favorable aspects and commendable progress of the schools during the last educational year, they nevertheless hope for improvement in the future history of the schools of Carlisle.

School Committee.—BENJAMIN P. HUTCHINS, B. S. ADAMS, HUMPHREY PRESCOTT, TRUE WIGGIN, WILLIAM M. PARKHURST, JOHN Q. A. GREEN.

CHARLESTOWN.

Our schools do not perform their whole work when they cultivate the understanding, the reason, the memory, the imagination, and the intellectual powers alone. Important as this work is, equally important, yea, of greater importance, is the proper culture of the heart, the right development of the conscience and the entire moral and religious nature of the child. Our Public Schools, supported by citizens of all denominations and religious creeds, are to be kept free from sectarianism. But it does not hence follow that the principles of Christian morality, a sacred regard for truth and honesty, hatred of falsehood, injustice and wrong, love of right, respect for the rights of others, reverence and love for God, and the virtues and graces that adorn humanity, are not to be diligently inculcated. All sects meet on the broad platform of Christian morality; and without infringing on the

rights of any sect Christian morality may be taught, and "a general Christian tone pervade the school both in its instruction and discipline." Centuries since, Socrates, the noblest of the sages of Greece, uttered words whose deep meaning we do well to ponder. They show the exalted position of the school, and the dignity of the teacher's profession. He says: "The true government of a nation must begin with the education of the child, and it is far higher and better to form men to be virtuous citizens and enlightened rulers than to be one's self the chief of the state." And the noble founders of our government regarded intelligence and morality, and religion, as the only sure guarantees of the stability of our republic. Says the sainted father of our country, in his immortal "Farewell Address:"—"Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports." And Alexis de Tocqueville, that able expounder of our institutions, says:—"The Americans of all classes and all parties, hold religion to be indispensable to the maintenance of republican institutions." And he adds these significant remarks: "Despotism may govern without faith, but liberty cannot. How is it possible that society should escape destruction, if the moral tie be not strengthened in proportion as the political tie is relaxed? and what can be done with a people who are their own masters, if they be not submissive to the Deity?" Our beloved and honored Commonwealth does, therefore, but meet the demands of patriotism, when by statute it enjoins upon all the instructors of youth within its borders, to impress upon the minds of the young, "the principles of piety and justice, and a sacred regard to truth, love of their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornaments of human society, and the basis upon which a republican constitution is founded." Expressing the hope that our Public Schools, by the blessing of God, may enjoy uninterrupted and increased prosperity in the year and the years to come, the committee close their annual report.

For the Committee.—JAMES B. MILES.

CHELMSFORD.

The present arrangement of the committee has now had three years of experimental trial, and the results have evidently been such as to warrant the assurance that under favorable circumstances it will at least tend to remove many of the evils which have encumbered the practical working of our school system. The superintendent has made it a point to visit each school during the week of their commencement, and once each month of their continuance, and to be present at their closing examinations. He has also visited the schools at any and all other times when he has deemed it necessary. Upon these visits it has been his purpose to see that the scholars

were properly provided with suitable books, and to advise and consult with the teachers as to the best methods of teaching and managing their schools. His intercourse with both teachers and scholars has been mutually pleasant, and such as will inspire the happiest recollections.

In last year's report the propriety of having schools kept but five days in a week was recommended, instead of five and one-half, which had been the custom. In most of the schools the suggestion has been complied with, and we believe with satisfaction. The Agent of the Board of Education, in his last report, has taken up the same subject. He says: "In early life the brain needs one week-day for rest as much as the body demands it for activity. One day of freedom often seems to refresh and invigorate children, both mentally and physically, like a vacation."

School Committee.—HORACE W. MORSE, E. K. PARKHURST.

DRACUT.

Prudential Committees.—While the district system continues with us, and two classes of officers are intrusted with the management of our schools, neither wholly responsible for their character, the full benefit of our Common Schools cannot be realized. Two agencies employed to do a certain work, cannot be expected to perform it so well as when it is intrusted, with all its responsibility for success or failure, to one. Under this system the office of prudential committee is a very important and responsible one, particularly in respect to the duty of selecting teachers. A wise discretion should be exercised in this matter and those selected among the candidates who present themselves, who appear to be adapted to the peculiar wants of particular schools. For our larger ones, those only of tried and known ability should be engaged. Teachers who have taught in our immediate vicinity with success should have preference to those who come from a distance, whatever may be their literary qualifications, unless there is satisfactory evidence that they are acquainted with our methods of teaching, have a love for the employment, and do not teach merely for the money they carry away.

School Committee.—GEORGE TAYLOR, J. C. KIMBALL, GEORGE PIERCE, JR.

FRAMINGHAM.

The best schools throughout the State, are found where the municipal system prevails. The district system is doomed in Massachusetts. A larger number of towns abolished the district system within the last two years, than ever before in the same period. It is passing away. Shall Framingham, so nearly the territorial centre of the Commonwealth, with its

wealth, and culture, and cheering promise of growth by the incoming of Boston business men, retain this system fraught with so many evils, and so fatal to the highest prosperity of our schools? Let us lay aside all prejudice and consider the question in the light of reason and experience. The cities and towns in which it has been abolished contain the majority of the population of the State, and there is abundant evidence that "their schools are in advance of the rest of the Commonwealth." Whenever the experiment of the town system has been fully tried, the results have been most satisfactory. Says ex-governor Boutwell: "Whenever a town has established the municipal system, and adhered to it for two years, there has never, within my knowledge, been a serious effort in favor of the restoration of the district system. These facts are so encouraging and so conclusive, that they ought, without argument, to convince the most sceptical. The great object of the people is the establishment of good schools at the least cost, and they have no interest in the district system when it fails to secure these ends.

"Practically, the district system denies the value of experience. Each year sees a new prudential committee-man, and each term a new teacher. The experience of a year is rendered valueless by the election of a new committee; and the teacher labors for a single term, commencing without a knowledge of what the pupils have previously accomplished, and ending without an interest in their future.

"Under these circumstances, it is not strange that district schools are kept, term after term, and year after year, without an appreciable increase of power.

"The quality of the schools depends upon the character of the teacher; and the character of the teacher depends upon accident, or the caprice, prejudices, or convenience of the committee-man. Each teacher brings into the school his own ideas of teaching, and after two, three or four months, he goes away and his place is taken by a stranger, who introduces new methods, without the judgment of anybody concerning their relative value. The successive terms of school in the same district have not usually, any personal or educational connection with each other. Each term is an experiment which proves nothing but its own failure or comparative success; and it does not even furnish, either in its failure or its success, a basis for future operations.

"District meetings are not generally attended by even a majority of the voters. It therefore happens that it is possible for a minority to elect the officers and control the policy of the district. Hence it is true of nearly every town, that once at least in its history, the organization of a district has been seized by a small number of men who entertained schemes inconsistent with the welfare of the schools. Assembled by concert, in the shades of evening, in a dimly-lighted house, they have proceeded, without

serious opposition, to consummate their schemes ; and a prudential committee, in their interest, has been elected, who at once makes a contract with a relative, friend, or favorite, without regard to the intellectual or moral welfare of the children who are to be members of the school.

“Nor, under such circumstances, is it often in the province of the superintending committee to resist the scheme, or to redress the grievance. These evils come from the exceptional and anti-republican character of our school district. There is no other department of government in the Commonwealth, or under its authority, in which it is possible for a single person, acting in the name of the people, to proceed without consultation, without deliberation, without agreement, and bind his constituency in matters affecting their nearest rights and dearest privileges, and all without regard to any influence or opinion but such as proceeds from his own whims, passions, prejudices, or errors.”

During the last year increased prominence has been given in our schools to reading and spelling, and we find clear indications of improvement in the methods of teaching them. It should be a prominent purpose of the teacher to cultivate a taste for reading, and induce a thirst for knowledge, to show the pupil how to study and inspire him with a love of learning. If this be done, he will for the rest train himself, assured that his education is only begun when his school-days are ended. To complete it will be the aim and pleasure of his life. Place him where you will, let his calling be what it may, though the summons to labor be early and its release late, still he will find leisure for self-improvement. The child can ordinarily be so trained that he will be a scholar through life and occupy the interval of labor and business engagements in the cherished work of mental improvement. This great end of study should largely determine both the topics and methods of instruction. To awaken such interest, to urge such incentives, to impart such impulses, and form such habit of thoroughness in study as will lead pupils to be studious through life, should be the controlling aim of the teacher.

The law in regard to the employment of children in manufacturing establishments has been faithfully carried out in districts 9 and 10. The Saxonville mills, in this respect, furnish a model worthy of imitation by all similar establishments. All applicants for employment, under fifteen years of age, are required to bring written certificates from their teachers or the school committee, stating the time they have attended school during the year. It is not enough to be connected with the school for eleven weeks. The rule adopted requires a certificate from the register of actual attendance the full time specified in the statute. The parents least interested in schools appreciate some of the evils of irregular attendance on finding, to their surprise, that their children, by reason of absence, have not been at school the required time.

Punctuality is also promoted by the ringing of the "factory bell" fifteen minutes before the daily sessions. For the purpose of promoting good order in school, the rule has been enforced for many years, "that no person who is disorderly in school shall be employed by the company." This regulation has effectually secured the co-operation of those parents who were proposing to get work for their children in the mills. Though this rule has been strictly carried out, but four applicants for employment during the last ten years have been rejected on the ground of their misconduct at school. One Irish boy last summer, expelled from school for misconduct, found his name at once on the "black-list" in the counting-room. But the next morning, melted by the tears of his mother, and thoroughly subdued by the sterner treatment of his father, he begged for re-admission to school, made an humble apology to the teacher before the school and the committee, and became one of the most obedient boys in the school. It hardly need be added, his name was erased from the black-list.

The schools falling short in time during the current year, by reason of advanced expenses and wages of teachers, were continued four weeks by the generosity of the leading owner of these mills. It was a pleasant scene to witness the interest with which all, even the poorest children in these schools, sought to express their appreciation of this benefaction, by their little contributions, and the evident pride and pleasure with which they presented an elegant copy of the new Webster's Dictionary, bearing in gilt letters the fitting inscription,

M. H. SIMPSON, Esq.,

A THANK-OFFERING

From the Children in the Schools of Saxonville.

School Committee.—B. G. NORTHROP, J. H. TEMPLE, S. D. ROBBINS.

LEXINGTON.

To exercise well the office of teacher, it is absolutely necessary to have a serious, unselfish, earnest spirit, devoted to the work; to make it the all-controlling object of life for the time, and steadfastly to avoid all occupations and amusements aside from it, except in that degree which, by refreshing the energies of body and mind, tends to their highest practicable efficiency in the school. If the teacher is pre-occupied by scenes and pleasures disconnected with his school, he cannot give to it the hearty interest and vital force necessary to do the work well; cannot come to the school, wearied by late hours and exciting amusements, and have strength of body, and vigor of thought and feeling, to breathe animation into the exercises of the school. The children take their pitch of feeling from the teacher; and, if not stimulated by him, will be languid in the school-room,

and use their strength and vital force out of it in play. The school-time is limited to six hours per day, for five days of each seven, because the work of the school, if well done, is arduous and exhausting both to teacher and pupil. It is well known that a pupil who is compelled to labor hard out of school, studies at a disadvantage in school; and the same law applies to the teacher, and it is immaterial as to the results, whether the extra work is what one does for economical reasons, or the equally exhausting work of exciting and dissipating amusements, carried beyond the bounds of useful relaxation.

The community is entitled to the hearty and undivided strength and effort of the teachers, to whom they intrust their most precious interests. Only when teachers feel this, and act accordingly, can we look for great success. The school-year gives to the teacher nearly one-fourth of the whole year in vacations, for rest and recruiting. It is the more reasonable that the term-time should be entirely consecrated to the use and advantage of the schools. Teachers work for pay. It is right they should; but the profession is one that cannot be justly regarded as simply a means of getting a living. No teacher can accomplish a really good work, who gives to his school only that tame, formal observance of hours and tasks which entitles him to his pay while his heart is in other things. No childish spirit reaches to the height of this work. It requires dignity of mind, elevation of sentiment, conscientiousness, a manly or womanly calmness, self-control, and discretion,—some of that wisdom which is not the fruit of years only, but comes down from above, to all who seek it.

School Committee.—L. J. LIVERMORE, CHARLES TIDD, JONAS GAMMELL.

LITTLETON.

The form of this report will be found to differ in some respects from that of previous years. We have preferred to consider the schools in the aggregate, rather than attempt to give a minute description of each, and thus avoid much useless repetition.

The better place to discuss the ordinary merits or defects of each school is before it—either during its progress or at its close. It would give us great pleasure to notice, in the terms they deserve, those teachers who have so nobly done their duty. But we have spoken of their worth before their schools, and a corresponding recommendation is ever ready for them; whilst on the other hand there are those who, if they do not entirely fail, any mention of them has only the effect to discourage them and injure their prospects, which the good to be derived will not justify. There are many causes which oftentimes conspire to produce a state of things which no committee can fairly unravel; but which, when stated, has a most injurious influence upon a teacher's prospects. All teachers must be at

some period inexperienced, and their schools subject to influences which they cannot easily control. We do not wish to erect anything to their misfortune, but would appeal to the generosity of those more successful, that they would sacrifice a slight gratification of vanity for the sake of their less favored neighbors.

It would of course be unreasonable to expect that all the requisites to success should be found to an equal degree in every instance; and, consequently, while we congratulate ourselves on the general prosperity of our schools, and the harmony which has marked the relation of nearly all concerned, we think there are different grades of excellence. Sometimes, unquestionably, the fault has been with the teacher; sometimes with the scholar; and sometimes a partial failure, which all have lamented, has been referable to unavoidable circumstances.

Reading.—Of the various branches taught in our Common Schools, we think there is none more important and none so poorly taught as reading. To be a good reader is at once the basis and the ornament of a good education; yet there is no department of study so much neglected as this; none in which it is so difficult to give instruction of the right kind, and yet none in which such instruction is so much needed. One fruitful source of evil in this case is the universal tendency of scholars to read in books entirely beyond their capacity. Parents have mistaken views of progress when they are so anxious that their children should be promoted to the first class in reading. The first may, and often does, contain poorer readers than the second; for with those the faults alluded to may have become deep-seated, so as to be almost beyond removal. We often find scholars in advanced classes in other branches, whose progress is retarded by their inability to read fluently and intelligibly. If we are to have a reform in this particular, it must be commenced, and to a considerable degree accomplished in our primary classes. The High School can never compensate for any defect permitted or wrong done in our Primary.

Writing.—A plain and legible hand-writing is a very desirable accomplishment, and in connection with spelling, is an invaluable acquisition to men of business, and no small recommendation for a young lady or gentleman in any vocation. While in most of the schools the manuscripts have been kept neat and tidy, and many of them have afforded evidence of great care in their writing, too many of their books indicate a lack of skill on the part of the teacher, and of haste on the part of the scholar. To write well, with facility and expedition, requires careful and constant practice. As soon as a child can manage the pencil and slate, a large portion of the unoccupied time of the small children may be profitably employed in this amusing and instructive exercise.

Superintendent.—HENRY T. TAYLOR.

LOWELL.

Primary Schools.—While I have endeavored to give a due share of my time to each grade of schools, my attention has been more particularly directed to the Primary Schools, of which we now have forty-five, taught by as many teachers, because I consider that these elementary schools, where the foundation of future character and excellence is to be laid, are really the most important in our system of education. In the instruction of the children for whom these schools are especially designed, females are, with eminent propriety, exclusively employed. Here the plastic mind of the young child is to be moulded into such forms of mental and moral excellence as the patient love and gentle hand of woman alone can fashion; here the affections are to be developed and rightly directed, the passions to be disciplined, the love for the beautiful in nature and in art to be first awakened, and, in a word, such an influence to be exerted as will, in a great degree, determine the whole future character of those whose “unconscious tuition” is here carried on, as well as its more apparent manifestation in the unintelligible, wearisome and monotonous daily routine of the elementary books, to which the attention of the young child is too often exclusively directed. To realize the best results from these schools, we need teachers of no ordinary character, who shall bring to their daily round of duty not only the requisite intellectual qualifications, but also a heart full of sympathy with the young, a spirit of gentleness, patience and firmness, combined with a special adaptation to, and a fondness for, the great work assigned to them.

The different degrees of excellence which the frequent visitor to all these schools cannot fail to notice, is doubtless, in an eminent degree, directly traceable to the differences in their teachers. The properly educated, kind, affectionate, active, energetic teacher, thoroughly devoted to her work, and ever seeking for something higher and better, will as a necessary consequence infuse her spirit into her school, and exhibit the most satisfactory results. We have some such teachers and schools, which will not suffer by comparison with those in any other city, and if there are any who do not, and cannot be made to realize this description, the duty of the board is a plain and imperative one.

High School.—Physical exercises have at each session of the school been practised with great benefit to the scholars, and in a manner to afford great satisfaction to the casual visitors who have witnessed them. They have uniformly occurred at a time equidistant between recess and the close of school.

As previously stated, the number of graduates from the Grammar Schools examined for admission to this school in July last, was one hundred and forty; besides these were two from Private Schools, and three

non-residents, making in all one hundred and forty-five. Of this number one hundred and thirteen were admitted.

Several of these could not be admitted according to the standard of requirements prescribed by the Board, but were afterwards admitted by the vote of a bare majority, and that, too, when quite a number, as the record will show, were excluded, although they passed a better examination. It is not my place to sit in judgment upon the doings of the board, but from my official relation to the schools I feel it my duty to say, that in my opinion the condition of the High School cannot be raised but by the most rigid adherence to the prescribed terms for admission. "It is impossible for the most capable, most industrious, and best disposed teacher in the world, to make sound and thorough scholars from those who are put into his hands by nature dull, or by previous training or neglect of opportunities unqualified for the work of his particular department. The best workman that ever handled a tool cannot produce a good article of furniture from bad and unseasoned stock;" and the instructors in our High School are too often engaged in working upon just such stock. The mischievous effects of remissness in requirement, and of easing off in the admission of members to this school, are not confined to its immediate walls. The evil goes further. It extends downwards, and will break out, all undesirable as it is, in schools of a lower grade, for I believe it to be a sound principle, that a high standard for the High School will inevitably bring all below, by degrees, to that standard; but let the standard be lowered, and the whole is lowered.

Truancy.—I need not enlarge upon this subject, so fruitful of evil, and so difficult to remedy. It has been presented so often in your annual reports, and in so many different ways brought to the public notice, that I do not feel it necessary to dwell upon it. I will merely say that in fulfilment of my duty "to take cognizance of all cases of truancy which may come to my knowledge, and strive to reform the child, and if unsuccessful to report the child to one of the officers whose duty it is to make complaint in such cases," I have frequently talked with such offenders, and with their parents, and in several instances have been compelled to call the attention of the officers to their cases. I am daily more and more convinced of the desirableness, and necessity even, of having a man, possessing the peculiar qualifications requisite for such duties, who shall devote his time and attention to this subject exclusively. The large number of children to be seen wandering about our streets during school-hours, and who, when talked with, can give no satisfactory reason for not being at school, shows that the work is not prosecuted as efficiently as it should be. Teachers frequently complain to me that many cases reported by them to the police officers are not attended to, and that this matter of truancy does not seem to them to be regarded by these officers as a part of their legitimate duty, but as one of

comparatively minor importance. There have, however, during the year, been several complaints made of such offenders before the police court, as will appear by the following abstract of a report made to me by S. P. Hadley, Jr., Esq., clerk of that court.

"Complaints for truancy have been made against twenty-nine boys, and one girl. These cases have been disposed of as follows: twenty-four have been committed to the 'Institution of Instruction and House of Reformation' in our city, four for six months, sixteen for one year, four for two years, and the six others were discharged, after being bailed. Several of those committed as above, have been pardoned out for good behavior, on recommendation of the mayor."

From the few visits which I have made to this "Institution of Instruction and House of Reformation," I have formed a highly favorable impression of it. Here such offenders are placed under the supervision of a gentleman most admirably fitted for such service, under whose thorough instruction, excellent discipline, and constant moral and religious influence, they cannot fail of deriving great benefit. I only regret that all the "habitual" violators of our truant law are not placed under the same redeeming influence.

Superintendent of Public Schools.—ABNER J. PHIPPS.

MALDEN.

Gradation.—Until the year 1862 nothing of any real value had been effected in the matter of grading the schools. The amount of work to be accomplished by a given class had been left to depend mainly upon the judgment and success of whoever happened to be teacher. The result was always unsatisfactory to really competent and meritorious instructors. Feeling that this difficulty was an evil which lay at the root of our school system and having obtained the consent—cheerfully given—of the board to remodel the system so far as related to gradation, I proceeded with the work. Numerous consultations with the principal teachers, led to the conclusion that it would be safe to subdivide the whole course of preparation for the High School—from entry of Primary School to entry of High School, into seven years—three devoted to the Primary, and four to the Grammar Schools.

This decided, the whole course designed to be traversed during these seven years, was carefully subdivided, with reference to the age and strength of the pupils constituting the various classes, until each teacher was furnished with a tabular statement directing how much, and precisely what part of each branch taught by him or her, was required to be mastered during the year. Three years' practical testing of this plan have demonstrated, that more benefit than the most sanguine could reasonably

have expected in the time stated, has been the result. Teachers who had always been faithful, because they could not be otherwise, instructed their classes with renewed enthusiasm and inspired in each other a generous rivalry to lead their pupils over the course prescribed, not only with a thoroughness which should be in itself absolutely creditable, but in a manner which should suffer nothing by comparison with other classes of the same grade.

The vote of the board at a recent meeting to add another year to the preparatory course, making the Primary School course of three years' duration as at present, but giving one more year to that of the Grammar Schools, is a movement of which I had for a year thought there was sufficient reason, and which will, there can be no doubt, remedy all the difficulty of the present system. Too much work has been required of the four grammar classes, resulting in the graduation of pupils from the first class, hardly qualified to sustain themselves creditably in the High School. The year added will also afford time for regular exercises in composition and declamation, subjects which deserve, and should hereafter receive, careful attention.

Discipline.—In my last report I was obliged to observe, that the discipline in one or two of the schools was hardly satisfactory. I am glad to be able to report the fact, that the use of the rod has been materially diminished. It will hardly do to declare that corporal punishment shall not be inflicted in any case, but it is safe to pronounce, that as a general rule those teachers are most successful and are certainly most entitled to our respect, who win the affectionate confidence of their pupils and thus secure the best order and the most approved discipline, with the least resort to the rod and the ruler.

The rule lately adopted by the board, which makes it obligatory upon teachers to inform some member of the committee in writing immediately after the infliction of corporal punishment, giving the name of the pupil and that of his parents, together with the amount of punishment inflicted, and the misconduct which rendered it necessary, is unquestionably a sound one, and cannot fail to commend itself to teachers, as well as to parents. It is believed that positive good will result from it.

Superintendent of Public Schools.—GEO. W. COPELAND.

MEDFORD.

We feel that our High School building should be an honor and an ornament to the town. We want something worthy of the school, and the high work it is achieving. We hardly comprehend the beneficent influence of such a school upon all the important interests of the town. It elevates the

standard of general intelligence, and largely affects both private and public morality.

And it is hardly exaggeration to say, that it is one of the highest instrumentalities of all true municipal prosperity. Now is it not plain, that a school with such capabilities and relations, should have every advantage that our means and affections can give it? Should it not have a location, not merely of convenience, but of beauty? Should not its grounds be ample for exercise, and so attractive as to cultivate the higher tastes? Should not the building be in the neatest style of architecture, and a model in its arrangement and entire fitness? Should it not be supplied with such furniture and conveniences as to make it not merely comfortable, but specially grateful and pleasant? Is it too much to say, that the grounds, the building, and all their furnishings, both for use and ornament, should be such as to make them permanent educators—cultivating the taste, and gratifying while awakening the sense of the fit and beautiful? The beneficial influence of such surroundings upon the demeanor, tone and spirit of the pupils would be immense. They would constantly feel the demand to be worthy of these things, and they would tell upon the tidiness of the scholarship, as well as upon all gentlemanly and ladylike ways.

We also republish the rules and regulations of the schools, as at present in force.

1. All teachers are required to make themselves acquainted with these regulations, and to devote themselves to their duties.

2. All the school-rooms shall be opened, and the principals and assistants shall be present, both morning and afternoon, fifteen minutes before the time fixed for the session to begin; and the pupils shall be in their seats, and the exercises of the schools shall commence and close punctually at the prescribed hours. Every pupil entering the school after the hour of opening, whether bringing an excuse or not, shall be considered tardy, and so marked in the register. The bell shall be rung five minutes before the hour of opening.

3. The teachers are requested to open their schools by reading a portion of the Bible, and then repeating the Lord's Prayer. Once a week the Ten Commandments shall be repeated, either by one pupil or by a class, or by the whole school in concert.

4. The teachers, in each school-house, are required to give all their female pupils a recess together, and to give a recess, at a different time, to all their male pupils.

5. No teacher, shall, upon any pretence whatever, be absent from the school under his or her charge, without permission from the special committee, who may procure a substitute for the absent teacher, and decide upon the compensation to be paid such substitute.

6. No teacher shall be allowed to change the hours of keeping school, or to begin or dismiss school at any other time than that appointed by the committee, without special permission. All the schools, except the High School, shall keep two sessions. The morning session shall commence at nine o'clock, through the year; and the afternoon session, from the first of April until the first of November, at two o'clock, and through the rest of the year at half-past one.

7. Teachers shall give such oral instruction as will enable their pupils to obtain a clear comprehension of their lessons; thoroughness to be always a primary object. It is recommended that lessons in "Object Teaching" be given every morning and afternoon in each Primary School, and twice a week in each Intermediate School.

8. In all the schools in which assistants are employed the principal shall be recognized as the head of the school, and all his directions, not inconsistent with these regulations, shall be obeyed by the assistant.

9. The teachers shall practise such discipline in their schools as would be exercised by a judicious parent in a family, and shall avoid corporal punishment in all cases where good order can be preserved by milder means; but when corporal punishment shall be deemed necessary, it may be resorted to, and a record thereof, with the cause of punishment, shall be made, and kept for examination.

Teachers shall, as far practicable, exercise a general supervision over their pupils while going to school and returning home.

10. For violent opposition or open rebellion, the teacher may dismiss the pupil from school, and shall then immediately inform the parent or guardian of such pupil, and on the same day shall apply to the special committee for advice and direction.

11. When the example of any pupil is very injurious to the welfare of the school, and in all cases where reformation appears hopeless, it shall be the duty of the teacher, with the approbation of the special committee, to suspend such pupil from the school. But any pupil, under this public censure, who shall have expressed to the teacher his or her sorrow for such misconduct, as publicly and explicitly as the nature of the case may require, shall, with the consent of the committee, be reinstated in school, with all its privileges.

12. When pupils have failed to learn the lessons assigned them, the teacher may detain them after school-hours, not exceeding twenty minutes, provided the teacher remains with the pupil so detained, but not otherwise.

13. It shall be the duty of the teacher to send down to a lower class all such pupils as, from repeated absences or any other cause, are unable to sustain the average standing of their class, and, when sufficiently prepared for the change, pupils may be promoted to higher classes.

14. All teachers are required to obey faithfully the following statute of the Commonwealth (*v. Rev. Stat. chap. 23, sect. 7*): "It shall be the duty of all instructors of youth to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth, love to their country, humanity, and universal benevolence, sobriety, industry, and frugality, chastity, moderation, and temperance, and those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded. And it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above mentioned virtues, to preserve and perfect a republican constitution, and to secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices." It is recommended to each teacher to adopt such a systematic course of instruction in Christian morals as shall secure the great objects contemplated in the above statute. "Hall's Manual of Morals for Schools," "Cowdrey's and Wayland's Moral Science for Schools," are books which may be used as aids or class-books.

In all schools of the same grade the corresponding classes shall pursue simultaneously the same studies from the same text-books.

15. The principal of the High School and the principals of the Grammar Schools are required to hear the recitations of the third and fourth classes in their respective schools as often as once a fortnight, and said principals shall be responsible for the conduct and progress of said classes.

16. Each teacher in every school shall keep a register, in which shall be recorded the names, ages, dates of admission and places of residence of the pupils. In addition to this register, other records shall be kept, in which shall be entered the daily absence of the pupils, and such notes of their class exercises as may exhibit a view of their advancement and standing. At the end of every quarter a record of the relative rank of each pupil, except those in the Primary Schools, shall be sent to the committee by their teachers.

17. Any teacher may visit, once in three months, any of the public schools of the town, for the purpose of observing the modes of instruction and discipline, having previously announced such visit to the special committee.

18. No teacher shall dismiss a pupil before the appointed time for dismissing the school, except in case of sickness or some pressing emergency, or a written request signed by the parent or guardian of such pupil, and every dismissal, from any cause, shall be recorded in the register and reported to the committee.

19. Teachers are especially required to attend to the proper ventilation of their school-rooms, changing the air in them at every recess, and at the

close of each session. Physical and gymnastic exercises are urgently recommended for every school.

20. The teachers are required to see that the school-houses, and all property belonging to them, under their respective control, are not in any manner defaced or injured by the pupils, or other persons; and they shall personally examine the school-houses and outbuildings as often as may be necessary, to inform themselves of their condition, and report the same to the committee.

21. Each teacher is required to see that the door of his or her school-house, and the gates leading thereto, are locked, on leaving the premises at night.

22. Teachers are requested to keep in their possession a key to their room or rooms; and they shall keep said rooms locked during their absence, except when otherwise ordered.

23. The rules and regulations shall be read aloud by the teacher in each school once in six months.

Pupils.—24. No child shall be admitted into any of the Public Schools without a permit from the special committee of the district in which the child resides; and no child shall be entitled to receive such permit until satisfactory evidence be given that such child has been vaccinated, or otherwise secured against the smallpox. If the special committee be absent, any other member of the board may grant admission.

25. No pupil shall be allowed to retain their connection with the Public Schools unless they are furnished with the books and utensils required to be used in the respective classes.

26. Every pupil shall be required to attend school as constantly as possible, and in case of tardiness or absence, to furnish to the teacher satisfactory evidence that such tardiness or absence was indispensably necessary. Providential detention shall be the only excuse for tardiness. Prompt obedience to the teacher is required from every pupil.

27. Whenever pupils shall have been absent from school four successive days, it shall be the duty of the teacher to give immediate notice to the parents of such pupil, and said pupil shall be suspended from school, to be again admitted only upon a written permit signed by the special committee, unless it be known to the teacher that such absence was caused by sickness. In keeping the record of absences, children suspended from school shall not be reckoned after the expiration of the four days. All other absences shall be recorded and reported. In cases of repeated tardiness, without a satisfactory excuse, it shall be in the discretion of the teacher to suspend the delinquent pupil, to be readmitted in the first instance only, by leave of the special committee, and for any subsequent offence, only by leave of the whole board.

28. Every pupil shall be allowed a recess of ten minutes in each half-day, for recreation in the open air.

29. No pupil may leave the school-grounds during recess.

30. When the schools are dismissed, the pupils are required to depart immediately from the vicinity of the school-houses; and they are not permitted to use the grounds about the school-houses for a play-ground at any time, except during recess.

31. If any child shall come to the school-house in a filthy condition, such child shall be sent home to be cleansed.

32. No pupil shall be admitted to the privileges of one school, who has been expelled from another, except by a vote of the committee.

33. Any pupil who is guilty of marking, cutting, defacing, or in any way injuring any of the school-houses or the outbuildings, or the trees belonging to them, shall subject his or her parent or guardian to the payment of all damages thus done,—the amount to be determined by the committee; and shall also be liable to such other punishment as the circumstances of the case shall demand.

34. All pupils are strictly forbidden to climb on any tree, fence, railing, ladder, etc., about the school-house; or to leave whittlings or other rubbish in the play-grounds; or to throw stones, snow-balls, or other missiles, about the neighborhood of the school-house; or to use any profane or indelicate language.

Transfers.—25. All pupils, to be transferred from the Primary to the Intermediate School, must have a familiar knowledge of the elements of reading, such as the sounds of letters, also knowledge of the punctuation-marks which occur in their lessons, of the abbreviations, Italic letters, Roman and Arabic numbers.

36. All pupils, to be transferred from the Intermediate to the Grammar School, must be familiar with the elements of reading, be able to spell promptly from the speller and their reading-books, to give the sounds of the letters, to read correctly from their highest class-book; must have a thorough knowledge of their manual in arithmetic, and the first ten sections of Colburn's Mental Arithmetic; must be able, in geography, to give the definitions, describe the grand divisions of the globe, with their principal physical features; also the subdivisions of the United States. Some proficiency in drawing maps on the slate and blackboard will be required.

37. Candidates for admission to the High School, must be able to read fluently and understandingly any lesson in their reading-books, and be familiarly acquainted with the elementary principles of reading; must have a thorough knowledge of the sounds of the language, also of spelling and enunciation, and of the definitions of the words in their reading-books. They must pass a satisfactory examination in all the parts of grammar and geography; and in arithmetic they must have a thorough knowledge of the

four simple and compound rules, vulgar and decimal fractions, interest and simple proportions.

38. The examinations for transfers shall be made by the entire committee, and shall take place at the close of the annual examinations. Examinations for transfers from the Grammar Schools to the High School shall be made by the printed questions used for the examinations in July, and only those pupils shall be admitted who answer correctly the percentage of questions, announced by the committee at the commencement of the year.

Miscellany.—39. The school-year shall begin at the expiration of the summer vacation, and shall end on the last Friday in July.

40. The annual examination of all the schools shall be made at the close of the school-year, in part orally, and in part by printed questions. The semi-annual examination shall be made in January of each year.

41. At the close of the annual examination, the committee shall give marks of approbation, in each school, to such pupils as they shall judge, all things considered, to be the most meritorious.

Examinations in music shall be made semi-annually; and at the examinations in July marks of approbation shall be given to the most deserving.

42. The books used and studies pursued in all the schools shall be such, and such only, as shall be authorized by the committee.

43. Pupils not supplied with the requisite books shall be furnished with a certificate to that effect by the teacher, addressed to the committee, designating the kind needed; and the committee shall take measures to supply the same. The teachers shall in no case furnish the pupils with books, except by request of the parents of such pupils, and at their expense.

44. The duties of each steward of the different school-houses shall be as follows: To sweep all the rooms and basements twice every week; to clean the house, washing the floors and windows thoroughly twice each year, viz.: in vacation-week in May and November; to wash and clean the water-closets as often as necessary; to shovel the snow, and keep the paths open in winter; to keep the gates closed and locked when the school is not in session; to report forthwith to the teacher and special committee any injuries done to the school-house, out-buildings, trees, or fences; to kindle the fires, sift the coal, and burn the cinders; to take the general care and superintendence of the school-house, to the satisfaction of the committee. No extra payment shall be allowed for any of the above duties.

45. Writing shall be introduced into the first and the second classes of the Intermediate School.

46. Each pupil in the Primary School may, and each one in the Intermediate School shall, be provided with a slate, and shall employ the time not otherwise occupied, in drawing and in writing words from their lessons. The letters of the alphabet should be written rather than printed.

Holidays and Vacations.—47. Every Wednesday and Saturday afternoon ; the annual Fast ; the Fourth of July ; the First of January ; the Seventeenth of June ; Christmas day ; Thanksgiving week ; the last week in February ; the last week in May ; and at least four weeks in summer, beginning on the Monday succeeding the last Friday in July.

School Committee.—JOHN S. BARRY, GEORGE M. PRESTON, E. BOYNTON, JR., A. N. COTTON, D. A. GLEASON, B. E. PERRY.

MELROSE.

We cannot close this report without a word to you in your position of parents and guardians ; not in the form or spirit of official dictation, but as coming from those who partake in a measure of your responsibilities, and in a degree appreciate your hopes and fears respecting your children. You will allow us to say that, from close observation of the working of the law of influence, as we see it in its effects, we are constrained to infer that by far the largest portion of good found in our schools, their progress and success, is traceable, not so much to good and competent teachers, as to the sentiments and efforts at home ; and while we would not detract from that which is docile and obedient, on the part of the larger portion of the pupils, so likewise we trace much of the insubordination, the restiveness under authority, the indifference or dislike to study, the insensibility to what may be their future, to an impression on the mind of such pupils that all these evils may find, if not a justification, at least a palliation from those whose first duty as parents should be to guard their children from such expectations.

The family is the primary and divinely constituted educator. Its gentleness, or its harshness ; its wise and constant counsels or its feeble remonstrances ; its firm requirements of what is right, or its weak and vacillating indulgence in wrong, are all modes by which the child is fitted to be good and useful, or bad and injurious in life. These processes and efforts are carried to the school,—the good to be made better, the bad seldom to be reformed.

The teacher cannot take the place of the parent. The first work upon the young mind must be done by her who gave it birth. We would that it might always be for good. It may, from a mistaken view of obligations, be a work of wrong, from which there will be no possible recovery. Be then solicitous to know to whom the budding and expanding thoughts of your children are committed. Visit the school-room, watch with a parent's anxiety the work and influence of every hour ; see that the teacher is one who employs every faculty of mind and heart to awaken, bring out, and give direction to new thoughts ; who is trying to lead your child onward and upward in all that is progressive in mind or good in heart. Then, and

not till then, shall we have all our schools, as some already are, places whose inner work is a pleasurable attraction rather than a wearisome and repulsive monotony.

School Regulations.—1. The schools shall be opened from the first Monday in April to the close of the year, at nine, A. M. and two, P. M. The sessions shall be three hours each, except from the first Monday in December to the first Monday in February, when the afternoon sessions shall be opened at two and closed at half-past four, P. M. The afternoon session may close earlier in stormy weather, if deemed advisable by the teacher, or if very stormy, the afternoon session may be omitted. Teachers have the privilege and right to detain pupils a reasonable time beyond the regular hours, either for purposes of discipline, or to make up deficiencies.

2. The vacations shall be as follows : one week, commencing on Monday preceding the first Monday in June ; five weeks, from the first Monday in August ; one week, commencing on Monday preceding the annual Thanksgiving ; and one week, commencing on Monday preceding the first Monday in March. Fourth of July, Twenty-second of February, and Christmas Day, shall all be holidays ; and none other shall be allowed, except by the consent of the committee.

3. All pupils must be five years of age before entering the Public Schools. Alphabet scholars admitted only at the beginning of a term.

4. Teachers are required to be in their school-rooms five minutes before the opening of the school, and the pupils shall be in their seats, and the exercises of the school shall commence and close, punctually at the prescribed hours.

5. The schools shall be opened in the morning by devotional exercises, in which the scholars are required to unite.

6. Teachers themselves shall hear all recitations, and in case of inability from sickness, or other cause, to attend any regular school session, notice shall at once be given to the chairman, who alone shall fill the vacancy *pro tempore* ; and no regular school session shall be omitted without the express permission of the chairman.

7. Each pupil shall have a recess of at least ten minutes at every session. In stormy weather, pupils may devote a part of the time to in-door exercises, at the discretion of the teacher. Each sex shall have a separate recess, or recess together when the teacher shall see fit.

8. Pupils shall not be dismissed (alphabet classes excepted,) before the close of the school, without a written request for the same, from the parent or guardian ; or admitted, if fifteen minutes tardy, without a similar excuse. Parents, also the committee, shall be notified of frequent and repeated cases of absence, or tardiness, or applications to be dismissed.

9. Pupils absent a whole or a part of a term from the regular school exercises ; or not present at the examinations appointed by the committee,

except in cases of sickness, death, or urgent necessity, shall be liable to lose their connection with their class ; and on their return will be required to bring a permit from the committee. .

10. Pupils must furnish themselves with such text-books as are authorized by the committee. In case of refusal or neglect, the committee will procure the same, and notify the town assessors, that the value may be collected from the parent or guardian. Books furnished to indigent scholars shall be considered the property of the school, and be retained when the pupil is discharged. No text-book shall be introduced without the approval of the committee.

11. Instructors shall aim at such school discipline as should be exercised by a kind, judicious, and faithful parent in his family, and shall avoid corporal punishment in all cases where good order can be preserved by milder measures. Each teacher shall govern his or her school, and be the administrator of all necessary discipline, except in cases of flagrant and repeated misconduct, when the case shall be reported immediately to the committee, who shall prescribe such penalties as they may deem essential to the welfare of the school.

12. "The several school teachers shall faithfully keep the register furnished them, and make due return thereof to the school committee, and no teacher shall be entitled to receive payment for services until the register properly filled up and completed, be so returned." *

13. Teachers are required to report all damages to school property ; and any scholar who shall be found guilty of defacing or in any way injuring the school-houses, or school furniture, or the out-buildings or fences, shall be subject to such penalty as the committee may deem proper and necessary.

14. It shall be the duty of the teachers* to see that such of these regulations as come within their province are rigidly enforced ; and to give due attention to the manners and morals of their pupils. .

School Committee.—J. B. SANFORD, J. B. RICHMOND, T. W. CHADBOURNE.

NATICK.

District Schools.—The committee do not interpret the statute requiring from them "a detailed report of the condition of the several Public Schools," as meaning that they must give a full delineation of the merits or defects of each school teacher. Besides the difficulty in doing exact justice, we doubt the propriety and the expediency of such public analyses of character. Persons of no other profession are subjected to such an ordeal. If a physician or a lawyer or a minister fails or blunders, the fact is kept

* See General Statutes, chap. 40, sect. 13.

out of print. Why should teachers be treated more severely? The committee have been and will be ready and forward to make full suggestions to prudential committees, or others, who may wish to inquire into the qualifications of those who have taught the past year, but they do not deem it best to attempt to present full length photographs of our teachers for a town report.

Teachers' Institute.—We do not think that it admits of denial that there is in our community a sad lack of intelligent interest in the subject of education. It was partly to remedy this evil, and partly for the benefit of our present school teachers, that the Board of Education was asked in the fall, to grant us a Teachers' Institute. The institute was a success, and the good influence it had upon those teachers who attended is apparent. How could it fail to inspire them, as it inspired us, with a sense of the dignity of their profession? If such exercises as were enjoyed here did not quicken their minds, and kindle their ambition, they must be dull indeed. And we hope that the institute did something towards magnifying the teacher's office in the eyes of the community. His or her work is not mere routine, but rather something calling for high and broad culture. The various exercises of the institute were well calculated to impress upon our citizens a truth we should never lose sight of, that it takes all our learning and effort to give clear and simple instruction.

Truancy and Absenteeism.—We would urge our citizens to consider these pernicious evils, affecting not only the present and future welfare of the offender, but also the best interests of all our schools. Our Primary and Intermediate Schools are well attended, while comparatively few pupils are found in the higher grades. No doubt many parents have been compelled the past year to keep their children employed, yet very many have been deprived of the benefits of our Public Schools without just cause. It is a wretched economy which keeps any child under fifteen years of age from attending school, at least one term in the year. There are also many idle and vagrant children in our villages. It will not do to let matters rest so. In self-defence we must insist upon it, that children shall not grow up in ignorance, to become lawless and dissolute citizens. To meet the case, the committee prepared, in conformity with the laws of the Commonwealth, a series of "by-laws respecting truant and absentee children." These were presented to the town and were adopted. They have since been approved by the superior court, and are now, therefore, authoritative. They are appended to this report. We urge our citizens to the selection of faithful truant officers, who will see to it that these laws are not a dead letter.

By-laws of the Town of Natick respecting Truant and Absentee Children.

—1. Any of the persons described in the first section of the "Act concerning Truant Children and Absentees from School," approved on the 30th.

day of April, in the year 1862, upon conviction of any offence therein described, shall be punished by a fine not exceeding twenty dollars. And any trial justice, residing within the limits of Natick, shall have jurisdiction of the offences set forth in said Act.

2. Any child, who, while a member of any school, shall absent himself or herself from said school, without the knowledge and consent of his or her teacher and parent or guardian, shall be deemed a truant.

3. Any child between the ages of seven and fourteen, who shall not attend some Public School, or suitable institution of instruction, at least twelve weeks in a year, shall be deemed an absentee.

4. The town shall annually choose three persons, who shall be known as truant officers, whose duty it shall be, in case of violation of these by-laws, to make the complaint and carry into execution the sentence thereon.

The truant officers shall receive such compensation for their services as the selectmen may determine.

5. It shall be the duty of every truant officer to inquire diligently concerning all persons between the ages aforesaid, who seem to be idle or vagrant, or who, whether employed or unemployed, appear to be growing up in ignorance, and to enter a complaint against any one found unlawfully absent from school.

6. It shall be the duty of every truant officer, prior to making any complaint before a justice, to notify the truant or absentee child and its parent or guardian of the penalty for the offence. If he can obtain satisfactory pledges of reformation, which pledges shall subsequently be kept, he shall forbear to prosecute.

School Committee.—E. E. STRONG, J. B. FAIRBANKS, NATHAN RICE.

NEWTON.

High School.—At the examination for admission at the beginning of the year, forty-eight candidates appeared, twenty-three of whom were successful. At the second examination, at the end of the first term, allowed to those who came very near the required standard, three others were admitted. The small number of those who passed the examination, as compared with the whole number presented, may seem surprising, and may suggest to some that the ordeal is too severe. The committee do not feel that it is so. They have ever endeavored to make the privileges of this school as accessible as the interests of the lower schools, and the best educational influences of the High School, will justify. While it would be unwise to raise the standard of qualification so high that few could attain to it, so would it be a mistake to make it so low as to take away all incentives from the Grammar Schools, and, in fact, reduce this school nearly to the same plane with them. The questions proposed are intended to be plain and

simple, such as any one of ordinary capacity, who has diligently pursued the course of study in the Grammar Schools, under efficient instruction, may reasonably be expected to answer. And when, as in one or two instances, the standard has been reduced somewhat, the result has been the introduction into the school of immature pupils, becoming an annoyance to the teachers, an embarrassment to the class, and very soon unhappy and discontented with themselves. We realize the weight of disappointment which those who are rejected have to bear; but we cannot sympathize with those parents who are so anxious to urge their children forward, more careful to secure to them places in the High School, than to inquire whether they are fitted to enter upon the studies therein pursued, in a healthy and profitable manner. Desirable as are the advantages of a High School education, they lose much of their value, if reached at the expense of a complete command of the essential, and far more practical studies which belong to the Grammar School department. In the march of progress, with more thorough and efficient training in the lower schools, assisted by a more complete grading of all children there, made easy by the more intelligent co-operation of parents, we look for the time when but few of those, regularly graduating from our Grammar Schools, will fail under any trial which may be placed between them and High School promotion.

There is one subject to which their attention has been specially drawn, by the style and character of the written answers given in the Grammar Schools, and by the same scholars as candidates for admission to the High School. These answers were faulty in punctuation, in orthography, in penmanship, in the use of capitals, and in neat and tasteful arrangement.

What is the remedy? We reply without hesitation: a more frequent resort to written answers, in the daily exercises of the school; not a few times in the year, but often. Let every exercise which admits of written answers, be frequently conducted in this way. Require not only answers, but good writing, good arrangement, good punctuation, correct spelling, and proper use of capitals. Such practice will induce good habits. No time need be lost in doing it, for, after the questions are assigned to the class, the recitation of another class may go on, while the former are writing out the answers. This method—useful everywhere—is specially adapted to spelling. It is the most expeditious and the most rational way of teaching it. The pen has to do all the spelling in after life. Why should it not learn how? Oral spelling may be very good, and written spelling very bad. It is no uncommon thing for the tongue to be a good speller, and the pen a bad one. Let the tongue talk less and the pen more. A free use of this method is the speediest, the surest, if not the only remedy, for the defects which have been specified. By its adoption the pupil will gain greater precision of thought and language, and a nearer approach to certainty

of knowledge. These are not the random assertions of mere theory, or of fancy, but of well ascertained facts.

Primary Schools.—The committee charged with the examination of the schools of this grade, have been constantly in the effort to give them an impulse towards still better methods and a still higher aim, than they have hitherto attained. Our Primary Schools are excellent, comparing favorably, we believe, with any others of their grade; they train their pupils thoroughly in the rudiments of reading, spelling, and arithmetic, besides giving them some practice in singing, printing, drawing, and gymnastic exercises. The work in these things is well done, and entitles the schools to our cordial praise. But, in this age of progress, no one is allowed to stand still. The farmer, the mechanic, the professional man, who is interested in his employment, sees constantly presented before him means of improvement—better ways of doing his work, and new directions for his labor, promising better results.

The profession of teaching is not beyond the pale of the law of improvement. Intelligent teachers are continually studying the minds of children; watching their natural qualities, the order of their development, and learning better methods of assisting and guiding that development. It is one of the discoveries of our day, as yet by no means universally acknowledged, at least in practice, that children have a natural love of knowing. What child of common capacity does not inquire, unless the propensity has been rudely crushed in him, into the causes of the phenomena about him? What is it? Who made it? What for?—are questions that indicate a thirst for knowledge in children, as natural, and almost as universal, as their desire for food. Admitting this natural disposition or instinct, it is the deduction of common sense that the most important part of education, so far as imparting knowledge is concerned, is to cherish and develop the love of knowledge, directing it into useful channels, training it to thorough work, and supplying judiciously its proper food. It is the effort to apply these principles, springing from genuine sympathy with the mind of childhood, that has given such an impulse to “object teaching,” or systematic instruction concerning common things,—a system which promises the noblest results of vigorous thought, active inquiry, and stores of useful knowledge.

With a view to the introduction of this system into our schools as far as might be found practicable, the committee have visited schools in which it is already adopted, and examined many books relating to the subject; but while their approbation of the method gathers strength from experience, they learn also that, after all, separated from the sympathy with children which produced it, it is only an exquisite tool without the workman to make it available. They see that even the best system may degenerate into an uninteresting, hard routine, with none of the vigor, animation, and developing power, of which it is capable, unless the teacher, with self-forgetting

enthusiasm, enter into the feelings of her pupils, adapting her instruction, with the ready tact of affection, to their wants.

From books—such as those of Sheldon, Calkins, Hooker, Jacob Abbott—many useful suggestions may be drawn; but they should not be used as text-books. The teacher must herself master the subject she wishes to present, and then, discarding books and prescribed forms, excite the interest of the children in the matter, and guide them to the desired information, rather than tell them directly.

It is true that this imposes a task upon the teacher—a task of self-denial, as well as of patient investigation; but who will say that such labor is not salutary? Who can tell how far it might not go, if faithfully pursued, in cultivating the human, Christian qualities of the teacher, and ennobling her profession?

The attention of our teachers has been called to this subject, and in some of the schools a good beginning has been made in the introduction of the desired reform; in some others this has been prevented by the crowded state of the schools, and the consequent heavy pressure of routine work.

For the Committee.—WASHINGTON GILBERT.

NORTH READING.

And now, parents and friends, what shall we say to you? You who love good schools, good children, good morals, and good society. Have you during the past year done what you could to secure such blessings? Have you done what you could by having your child punctual in his attendance each day of school, and at the moment? Have you interested yourself in his studies? Have you done what you could to encourage the heart of the teacher? If so, then you have done well. There are some parents who seem to think it of small account, that their child is out of school a day or two occasionally. Irregularity and tardiness are always great hindrances to the prosperity of a school. The loss occasioned by the omission of a single recitation can seldom be recovered. The education of a child is not gained by the recital of his lesson one day, and a neglect of it the next; but by constant, continuous effort.

To whom shall we look for a correction of these evils, but to parents? yet these are not the worst evils. One of the most fruitful sources of detriment to the success of a school, in nearly every school district, may be found in persons who are ever ready to find fault with the teachers; ever ready to impugn their motives, magnify their faults, exaggerate their imperfections—for teachers are not perfect. With each revolving season such persons naturally express great anxiety to know who is to keep the district school.

Oftimes, as soon as ascertained, we may hear the remarks: "I am sorry; she won't do." "The money will be thrown away." "My children won't

learn anything from her,"—or, "She don't know enough." And so they talk on to the end of the term, year after year, pouring out their vials of scandal, and if perchance the teacher conducts her school successfully to the end of the term, it certainly is not to be put to their credit, neither does she receive any from them. But if otherwise, and the school does not make that proficiency necessary to acquit itself honorably at its close, then forthwith these prophets chuckle at the idea that they were more wise than any one else,—real "Solons in knowledge." We are then greeted with: "I told you so; I knew she wasn't fit to keep school;" "she didn't keep order;" or, "she kept too strict order." Now fault-finder, know you not that the very course you have pursued has been the very one to bring about the very result you pretended to deprecate so very much at the outset.

"From ignorance our comfort flows,
The only wretched are the wise."

While the teacher was doing her duty in the school-room, day by day, endeavoring by all her powers to inspire a love of study, to draw out from her pupils their inherent qualities and talent, to incite in them a keener perception of their moral responsibilities and duties, you have, week after week, if not oftener, assumed it as your prerogative to criticize and disparage her labors in the presence of your children, or others, and in so doing sought to render nugatory and fruitless those efforts and labors. Is it any wonder, then, that your children have failed to reap the benefit that others have obtained? Do you not know that while you were doing thus, other children were making greater progress than yours? Is it any wonder that your children have failed to make equal improvement with children of other parents, who as parents are ever mindful of the value of time, of the welfare of their children, of their relation to society in the future, and of their accountability? Is it any wonder that your children early learn to imbibe your habits, your teachings to disregard the authority of their teacher, refuse obedience to just and wholesome rules to moral restraint, and finally treat with contempt parental authority?

School Committee.—JAS. L. EATON, WM. K. DAVEY, DAVID G. EATON.

READING.

The town, at a special meeting held in April last, voted to abolish the school district system, thus placing the entire management of schools, school-houses, &c., in the hands of the committee, which, with the employment and examination of teachers, the visiting and examination of schools, the statistical returns to the "Secretary of the Board of Education," and the preparation of the annual report, have taken no small amount of time and thought.

We are happy to say, that although our labors have been increased the past year, we have endeavored to discharge them all faithfully, and are able to report the condition of our schools at the close of the year, as highly prosperous.

From the 7th of March last, we date a new era in the schools of Reading. The town voted to raise the sum of \$3,500, for the current expenses of the school-year,—a sum larger than they ever raised before; and we promised, at that time, to do our best to give them good teachers and good schools. We feel that, although we have been unsuccessful in some respects, still, we have not labored in vain, as the report for the year will show.

The experience of the past few years has taught your committee, to their entire satisfaction, that it is bad policy to employ young and inexperienced teachers for any of our schools. Better by far employ and pay for the best talent in teaching that can be had, even if we do not enjoy one-half the length of school. It is radically impossible to have good schools for any length of time, without good teachers to take charge of them; not does it necessarily follow that, if we have good teachers, we shall invariably have good schools. Three things, at least, are needed,—good school-houses or school-rooms; live teachers, amply qualified in all respects; a committee and community who are deeply interested in the welfare of the young, and exhibit the same by frequent visits to the school-room, to assist, encourage, and stimulate both teachers and pupils. It would seem that if we would realize the greatest possible advantages from our schools, we must have, not only good, commodious school-rooms, ample appropriations, live, conscientious, self-sacrificing, self-denying teachers, but also a committee and community who are willing, and ever ready to do their part.

How few of the parents in town have done their whole duty in visiting the schools the past year. The excuse is, "I am very busy; I go into the city; I cannot leave my duties at home," &c., &c. Now the fact is, you find time for everything else; and why can you not find a little time, now and then, to visit the school where your child or children—precious jewels—attend, and are being educated and disciplined not only for future usefulness and honor in this life, but also for happiness or misery in the next? We venture to affirm that there is not a single parent or guardian in town, who cannot visit the school or schools, where his child or children attend, at least once each term, exclusive of the final examination. The record of the year just closed will show that not one in twenty of the parents have visited any of the schools save at the final examination. This should not and must not be, if we would reap the advantages which our schools are capable of bestowing upon our children, provided only we did our duty. We will hope that another year may exhibit a marked and satisfactory improvement in this respect.

Rules and Regulations.—1. The schools will open each day fifteen minutes before nine and close fifteen minutes before twelve in the A. M., and in the P. M. open at fifteen minutes past one, and close at fifteen minutes past four.

2. The teachers will be at their school-rooms ten minutes, and in cold or stormy weather fifteen minutes, before school time.

3. They are not to dismiss their schools or alter the school hours, except by permission of the committee, nor shall any recess exceed fifteen minutes.

4. Scholars who are not present at the opening of the school in the morning or afternoon sessions, or who have been absent from school must bring a written excuse from their parents or guardians, before they can be admitted. In the Primary Schools this rule applies at the option of the teachers.

5. Any damage done to the school-house, grounds, or premises must be paid for by the parent or guardian of the child or children doing it.

6. No change must be made in the course of study prescribed by the committee; nor any scholar either degraded or promoted without their assent.

7. The vacations and holidays for the ensuing year will be as follows, beside one-half day each term, which teachers are urged to take for the purpose of visiting other schools:—

The High School will commence on Thursday, March 27, and close on Friday, June 30. Summer vacation, seven weeks. Will commence Monday, August 21, and will have a vacation from Friday before Thanksgiving week till the first Monday after.

All the other schools will commence on Monday, April 2, and close on the last day of June. Vacation seven weeks. Will commence Monday, August 21, and close Friday, November 7th. Vacation of two weeks. Commence again on Monday, December 4.

Holidays.—Summer term, June 1. Fall term, the day on which the Middlesex County Teachers' Association meets. Winter term, Christmas.

Public Examinations.—These will occur at the close of the winter term. They will embrace the studies of the year, and will be very thorough.

One entire day will be given to the High School, and not less than half a day to each of the other schools.

School Committee.—NATHAN R. MORSE, STILLMAN, E. PARKER, JOHN H. BANCROFT.

SHERBORN.

Appropriation of the School Money.—It will be seen on comparing the number of weeks' schooling each district has enjoyed the past year, that great inequality exists, arising from the division of the school grant. For some ten years it has been divided one-third equally, one-third by taxation,

one-third according to the number of scholars. This has proved satisfactory till recently. The changes going on from the establishment of the High School, and the increase naturally of property and population in the central districts have given them the preponderance, so that they have some eight or ten weeks more school than some of the other districts, besides the greater advantages they receive from nearness of access to the High School. Your committee have remedied this inequality to some extent, by applying the school fund to those districts which seemed to need it most. Their authority for so doing is founded on the Act of the legislature, which says :—

“ The income of the school fund received by the several cities and towns shall be applied by the school committees thereof, to the support of the Public Schools therein ; but said committees may, if they see fit, appropriate therefrom any sum not exceeding twenty-five per cent. of the same to the purchase of books of reference, maps, and apparatus for the use of said schools.”

Obedience.—Obedience to law lies at the foundation of all good character, and all true prosperity. This should be required and rendered in the family. God has ordained that children should obey their parents. This must be secured as the basis of domestic order, peace and happiness. If children are obedient at home, they are generally prepared to become good members of the school. At all events, respect and observance of law should be required in the school-room. In the home, and in the school, the foundation is laid for membership in society and the State. Obedient children and pupils make good citizens. They become loyal subjects of the powers that be, and contribute to the harmony and prosperity of the society to which they belong. Obedience to parents, and teachers, and human laws, prepares the way for men to render obedience to God, and to become citizens of his heavenly kingdom. Disobedience, on the other hand, lies at foundation of all wickedness and woe. It is the parent of disorder and misery in the family, of misrule and mischief in the school, of all vice and crime in society, and it excludes from the fellowship of God and all holy beings.

Parents and teachers cannot insist too much upon obedience. It is the great want of our day and our land.

School Committee.—E. DOWSE, WM. W. LELAND, JAS. DOWSE, Jr.

SHIRLEY.

Practical Teaching.—All children should be taught in school what they most need in the world. Education is not mental stuffing, but mental culture. The work of the teacher is to assist in forming right habits of thinking—to aim to put the mental powers in vigorous working order, and

incomparably greater may be the mental culture of a few weeks in school, with a thorough and finished teacher, than many weeks in a school where nothing but book-questions are asked and inquiries met with book-answers. This might as well be done by a parent or sister at home. The teacher should be alive to the work, and feel an active interest in the school; for instance, if a class in reading is called, the teacher should know where the lesson is, without being obliged to ask; teachers should be prepared to impart to the class some circumstance or incident connected with it, or, perhaps, something about the author, so as to properly wake up the mind. Such impressions as these are usually indelible. The teacher should possess a cheerful countenance. Solomon says, "a merry heart maketh a cheerful countenance," and we might venture to add, with almost as much truth, a cheerful countenance maketh a merry heart; an honest attempt to bless others with the sight of a countenance that is expressive of content and patience is an act so praiseworthy in itself that it will never go unrewarded.

The State Normal Schools have had a salutary influence in bringing about this desired object. Among our best and most successful teachers, the past year, have been the graduates of Normal Schools. And we would encourage our young people who seek to be useful in this laborious and honorable profession, to avail themselves of the facilities for being qualified for their work which the Normal School affords.

Prudential Committees contracting for Teachers.—In a large part of the towns of our Commonwealth this system has been abolished, and should be in all. It is the opinion of the committee that from two to five schools each year are made nearly worthless by its operation. It is the practice in most districts to rotate the office through most of the voters within their limits, and nearly all have had a friend or a relative who was much more likely to secure the situation than a successful predecessor. The candidate most likely arrives in town by the last train on Saturday night, and the children in the district have their books in their satchels, to hasten to school on Monday morning. The candidate comes before the committee in a hurried manner, and is found in their opinion not to possess all the qualifications suitable for the school for which she is designated. What is to be done? 'Tis late in the season, and all of the best teachers are engaged; the children are already on their way to school; and finally, acting on the principle, "of the two great evils, rejecting the greater," conclude to have her approved. The result is, two to one, a failure. Another evil growing out of this double system, and the last one we shall mention of the many existing, is that it is almost an insurmountable obstacle in the way of employing permanent teachers; for the usual yearly change of prudential committees is generally accompanied by a change of teachers.

This, of itself, is a sufficient reason for adopting another plan. We hope the town will at once abolish a system so prejudicial to its best interests.

After consideration, it has been decided by the committee, unanimously, not to delineate each particular school, as it is believed to be more productive of evil than good. We know that many prefer to see their individual schools reported upon, than to have them reported in the aggregate. In the first place, the scale of criticism must be held with a very even balance, or injustice will be done; for it often requires great nicety of discernment to ascertain the exact amount of praise or censure that should be given in every case; and it is better to let many go without exposing their faults than to bestow unmerited reproof upon one, for to expose to the public gaze their weakness and errors, or to be loading them with praise, opens a channel to much more evil than good. Supposing a young teacher should make a mistake; she may discover it as soon as the committee, though it may be too late to repair it. Is it fair to emblazon it before the public? We think not; for many would be crushed by it, when, if they should be dealt with more considerately in their first effort, they might become ornaments to the teacher's profession. It avoids much useless repetition and the necessity of using the same set phrases and "formulas of words" with such amusing frequency as to render the report of little more consequence than a pile of old ones.

School Committee.—SETH CHANDLER, E. ROBBINS, H. A. WADSWORTH.

SOMERVILLE.

Intermediate Schools.—We have no commendations to bestow where good order is secured by harsh treatment only. The teacher who cannot control her pupils by higher motives than fear, should seriously question her fitness for her vocation. The school-room should be made so agreeable and attractive to the young, that they will delight to resort to it, and in after years find its scenes among their most pleasant memories.

Teachers have committed to them, in a great measure, the present happiness and consequent future destiny of their pupils. For nothing contributes more surely to a virtuous and useful life than a happy childhood and youth. The consideration that the morning of life's day is all that many of their pupils will ever witness, should stimulate teachers to labor earnestly to render that brief period as cloudless as possible.

High School.—One thing is observable in this school, though not an uncommon thing in other places, which somewhat impairs progress and usefulness, and claims the attention of parents; that is, the tendency, or inclination of pupils, especially of lads, to leave the school without completing the full course of study. This is discouraging to the teacher and school, depriving the pupil of a great privilege, if not inflicting on him a

great wrong. Lads are anxious to find employment, and in this anxiety their minds are so much withdrawn from their studies as to derive little profit from the school, even while in actual attendance. If it were understood in the outset by the pupil that he entered for the entire course, his mind would be devoted with greater zeal to his work, and become less ill at ease ; and the labor, that otherwise might become fruitless, would engender in him better habits of thought and action, and render him a better and stronger man, and more capable of filling the better positions of life and of performing its higher duties.

We cannot close this part of our report without commending the subject to the candid consideration of parents. It is hoped, that the recent action of the past members of this school, in organizing an association of its graduates, will furnish an additional inducement to pupils, to complete the course of study presented by the committee.

School Committee.—CHARLES S. LINCOLN, ISAAC STORY, JOHN G. HALL, AUSTIN BELKNAP, JOSHUA H. DAVIS, HEMAN A. DEARBORN, JOSIAH L. LOMBARD, LEONARD ARNOLD, GEORGE H. EMERSON.

SOUTH READING.

It is feared that the imperfect instruction in the district and other schools, in which teachers have been educated, has much to do with the ill success of so many who enter the profession with a desire to do good, but utterly fail to satisfy themselves or others, of their competency to accomplish what they have undertaken.

Many winters ago, being in the southern part of this Commonwealth, the writer accompanied, by invitation, one of the visiting committee to a district school taught by a master. Being perfectly disgusted with every appearance of the pedagogue and his false instruction, he inquired of his friend, on their return home, why the committee allowed such an ignoramus to be placed in charge of the education of the young? He replied, "We were not satisfied with his qualifications, but the district wanted him because he was poor, and could be procured cheap. We were aware that he knew but little of English grammar, but as the scholars were not much advanced in that branch, we thought he might answer." "Well," continued the querist, "with such a teacher, how long will it be before the school will possess a good knowledge of English grammar?" "I confess," replied he, "that I have never looked at it in that light before." Unless it were possible for the pupils to rise above the level of their teacher, they were doomed to a state of ignorance during his administration.

Of teachers who possess the literary qualifications, there is a wide difference in the amount of interest they take in their employment. Some engage in it as an occupation merely, dreading the hour for the commence-

ment of the school, and rejoicing at its close. Out of school, they wish not to talk about or think of the duties of the school-room, and make no preparation to meet their charge on the morrow. If such succeed well it is next to a miracle.

Others enter into their work from a love for it, as well as for the pecuniary aid which it affords. Their thoughts are engaged in it all hours of the day. They are early at the school-room, and they linger there as a place of attraction and interest. They talk of their pleasant task as one they love. They think about it, dream about it, and are constantly devising new methods to instruct and benefit their pupils. Such deserve success, and they will generally find it.

"One who would draw from a cask must fill it." Teachers must work if they would be considered faithful. They must store their own minds with materials which they can appropriately distribute to their pupils as "meat in due season." They should read the best works on education, as the professional man does treatises affecting his calling; have access to periodicals devoted to their cause; in fine, they should glean everywhere and from everything, something to aid them in interesting, expanding, and benefiting the minds of the young, who wait upon their instruction.

We venture to suggest, that when pupils make surprise visits to their teachers, as they sometimes do very pleasantly, they take with them a receipt for the "Massachusetts Teacher" for pay one year in advance; a copy of "The Teacher," by Jacob Abbott; "The School and the Schoolmaster," by Alonzo Potter and George B. Emerson; "Teacher and Parent" and "Teacher's Assistant," by Northend, or works of the kind, to lay the foundation for a teacher's library, if that foundation has not already been laid. To these the teacher can add the Annual Reports of the Secretary of the Board of Education, and a variety of other matter, small in expense, but of great value as aids to success.

Grammar.—In this branch there has been an increase of interest, and in some schools a more general attention paid to it; but all the scholars of suitable age have not been encouraged to engage in the study of it. To those who are fond of grammar themselves, it appears strange that all others do not love it too. If properly taught, there is something so decidedly new in every recitation that an interest is excited which causes the pupil to press on, from one step to another, until he triumphs over difficulties which appeared almost insurmountable on his first setting out. Nor is his delight less when he comprehends it, because it is a branch to which has been attached so much mystery, and which was once considered too difficult and too useless a task to be undertaken, except by those who were to obtain a liberal education and occupy high positions in society. With present helps, and a good instructor, it is doubtful if it may not be generally understood, and made interesting to all minds of ordinary capacity.

It would seem that grammar was something taught with little expectation on the part of teachers that it would be of any practical value to their pupils; so they content themselves with having them repeat the rules fluently, without the ability to make a proper application of them. Of this kind the following is not a solitary instance. A lady who was educated about the beginning of the present century, afterwards gave to her family a relation of her experience in one of the oldest academies in the Commonwealth. Having for a long time been engaged in studying the definitions and rules of grammar, she asked the preceptor one day if she might begin to parse? He asked her how many times she had "been through" the grammar? and received the answer, "Thirteen times, Sir." "Well, go through it once more, then you may begin to parse." Having exacted a promise from him that he would hear as long a lesson at a time as she would commit, she presented herself the next day, and taxed his patience until she repeated to him every word of the book from beginning to end.

Divest the subject of its mystery and dread, and a great point is gained. Show the pupils how much of grammar enters into all our business relations, even in the common, every-day talk of the family and school; that they are dealing with it in some degree in all their words and acts; and its importance is acknowledged, the ear is attentive, and the mind is open to instruction. And the sooner in life this instruction is received, so as to enter into the formation of early habits, the more likely a love for it will be engendered, and a thorough knowledge of it acquired.

Oral Instruction.—Much instruction may be imparted, apart from the prescribed forms of the school-room. Exercises may be given on common subjects, such as plants, trees, flowers, animals, household objects, and articles about the room. Regular studies may sometimes be dealt with, without the aid of the text-book. This was effectually done, a few years ago, in one of the Grammar Schools in this county. The school consisted of sixty pupils, between the ages of ten and twenty-two years, well graded, and in an unusual state of advancement. On arranging his classes, the teacher was surprised to learn that none of the scholars attended to geography. He requested all those who desired, or were willing to be members of a class in geography, to indicate it. None arose, and on further inquiry he found a very great disrelish for the study. The subject was for the time dismissed, but at the close of the school at night, the teacher gave notice that at that time the next day he should ask the school some questions regarding the rivers of a particular State,—their names, location, sources, course, &c.; and that he should be much gratified if the school would take a general interest in the exercise, which would occupy but a few moments of time,—stating, also, that they might obtain the information from any source they pleased, whether from books, parents or friends; but they

need not consult their geographies and maps, unless they desired. The result showed the wisdom of the expedient. Every afternoon, after the books had been put away for the school to close, a few moments were devoted to the study of geography, taking up one thing at a time, until all the school were acquainted with the names and locations of the principal oceans, seas, lakes, gulfs, bays, rivers, mountains, islands, capes, capitals, cities, towns, &c., of the United States and of the world, and much other information, which is obtained from the study of geography in its regular course. At the examination, after a term of sixteen weeks, the committee declared that the exhibition in geography was the best they had ever witnessed.

Other subjects might receive similar attention, for a week, more or less, as circumstances might determine. Considerable knowledge of grammar might be imparted in this way, even in the Primary department. A few moments a day so employed, in proposing miscellaneous questions on any important subject, would be abundantly rewarded. There are very many things, of which the young should have a knowledge, which do not appertain to the school-books. The whole field should be traversed, and a broad foundation laid for a thorough education. If it be said that most of our schools are large, and time cannot be allowed to devote to so many things, we reply: the teacher is employed, not so much to carry her classes just so fast and far, in certain books, as to impart knowledge of those things which they should practice in after years; to make them acquainted with themselves, with the world; to understand the nature of the objects with which they come in daily contact; in fine, to educate them—physically, mentally, morally. But the consideration of these matters need not intrude much upon time allotted to regular studies.

It is found that the schools that engage in the greatest variety of these exercises, do not lack in the principal studies, but keep full pace with others that plod along in a beaten track, year after year. There are times when scholars are restless without any intention of making disturbance; when it is almost impossible to sustain the quiet so desirable. That is the time for a short physical exercise, or a brief lesson by oral instruction. By this, time is gained instead of lost, for the respite from study is succeeded by order. The general instruction obtained in this way is valuable as an aid to future conquests in the world of literature. Indeed the whole amount of information derived from schools is but the means to farther attainments. It furnishes us with tools with which to work our way into the deep, unfathomed mines of truth and knowledge; to help us onward and upward in the path of rectitude, of honor, of fame, of usefulness, and of happiness. That teacher will do a noble deed for her pupils who inspires them with a love, an ambition for learning, by showing them its uses, its advantages, its

powers, its pleasures. Let this be done in any way and every way, which her ingenuity can devise.

Moral Instruction.—There has been such a desire by educators to exclude religious instruction from the school-room, for fear the minds of the young would become tinctured with denominational sentiments, that moral instruction has been too much neglected. In the effort to divorce religious from intellectual instruction, the moral has suffered, for fear it would be associated with the religious. If it were possible to give a child a thorough moral training without cultivating his intellect, it would be far better than to train the intellect and leave the moral nature uncared for. As knowledge is power, the more of it one has, the more power for evil he possesses, if that knowledge is wrongly directed. A noble horse, “whose neck is clothed with thunder,” and that “rejoiceth in his strength,” but so untamed that he cannot be “held in with bit and bridle,” is the more dangerous because of his great strength. A vessel properly equipped for her voyage defies the high tempest, whose strong winds but bear her the sooner to the desired port. But divest that vessel of the rudder by which alone she can be safely guided across the trackless ocean, and those fierce winds, which press so hard upon her canvas, drive her the faster toward the fatal rocks, on which she drifts and splits. So the more the head is cultivated to the neglect of the heart, the more dangerous are the rock, and shoals, and quicksands, which surround the voyager on life’s rough ocean. On one side of him is Scylla, and on the other Charybdis, between which he has no moral power to shape his course, and avoid being dashed against the one, or overwhelmed by the other.

Stewart says: “To instruct youth in the languages and in the sciences, is comparatively of little importance, if they are inattentive to the habits they acquire, and are not careful in giving to all their different faculties, and all their different principles of action a proper degree of employment.” Teachers can do, and should do much to form correct moral habits in their pupils.

George B. Emerson, in discoursing upon the duties of teachers, says: “The habits over which the teacher has most control, and which he may do much to form in his pupils, are, the habits of punctuality and regularity; of diligence and love of labor; of economy; of perseverance; of forethought; of kindness and courtesy; of mercy to inferior animals; of forgiveness of injuries; of charitableness; of justice and respect for property; of respect for superiors; of submission to the authority of laws; of truth; of reverence for God, and obedience to His laws.”

School Committee.—EDWARD MANSFIELD, P. H. SWEETSER, E. A. UPTON, EVERETT HART, C. W. EATON, JAMES W. SWEETSER.

STONEHAM.

A school report should consist of two parts : facts, and suggestions. The condition of each school in town, the condition and wants of each school-house, should be given. What bearing upon the schools, action, opinion, and influence outside the school-room may have, forms a suitable topic of discussion in a report like the present. Whether it may be well to discuss the qualifications and deficiencies of a teacher, to parade in a public report his or her faults and foibles, or to give a semi-judicial approval or condemnation of the teacher's character, seems to admit of doubt. If the schools are reported truly, that will be a sufficient report of the teacher. The record of the teacher before the public is the school, and our people should realize the fact that our schools are public institutions, always open to the inspection of all who are interested.

Reading.—Good reading in our schools is the exception, not the rule. It is not pleasant for us to say this, but we propose to adopt the motto : truth instead of flattery—*vera pro gratis*. Good arithmeticians, good grammarians, we have a fair share of. Our pupils in the Grammar School recently exhibited a good knowledge of geography, and showed a capability of map-drawing somewhat surprising to visitors at the examination. We have endeavored during the past year to excite more interest in this study. We are satisfied that good reading does not come by nature ; that is, by natural generation. To know how to read well, one must have learned. To have learned, implies, in ninety-nine cases out of every hundred, a teacher. But one cannot teach reading unless he can give an illustration ; for reading is one of the imitative arts, in a great measure. Our pupils are taught geometry, Latin, French, and algebra in a way which reflects credit on teacher and scholar. The same ought to be said about reading.

The heavy debt incurred within the last two or three years may induce some to desire a curtailment of the appropriation for schools. We believe that our children should continue to have all the advantages they have ever had, and that to save a dollar or two in the amount of our individual taxes, we ought not to vote to cut it out of the school money. We do not see how we can secure the kind of teachers our schools demand, for the length of time they were employed last year, without some increase in the appropriation. The advance in teachers' wages has not kept pace with that of other employees, if we are rightly informed. We desire to look after the best interests of our schools. We would get the best teachers we can, and pay them so that they can live comfortably, enough even to lay up something for the future ; and if the teachers do not give satisfaction, if we become convinced that the best interests of any school demand a change, it is not for us to hesitate or tamper. There have been more changes in teachers during the last year than usual, three teachers having resigned,

whose services we would gladly have retained. Higher positions and larger salaries were the inducements. And while we regret their loss to us, we are pleased to see them securing the favorable opinion of school committees in neighboring cities. Whether it might not confer more honor on us to increase the salary of a good teacher, so that our kind neighbors could not offer inducements greater than we do, is worthy of consideration.

Superintendent.—M. L. MORSE.

STOW.

While some of the schools have exhibited a degree of excellence which has satisfied every reasonable demand, others have fallen far short of this mark. These failures are, doubtless, justly attributable, in part, to defects in the teachers; but the committee feel constrained to attribute an equal part, in some instances, to the withholding of sympathy and hearty co-operation, on the part of parents and other citizens in the districts who, although friendly to the Public Schools, and cheerfully contributing of their property to sustain them, yet, neglecting to visit their schools and confer with the teachers, and, receiving their impressions of them from the doubtful statements of the scholars, and consequently, being unqualified for forming an intelligent and just judgment of the merits of the teacher, or the condition of their school, were led, undesignedly, to place themselves in a false position,—one of unjust alienation from the teacher and hostility to the school.

Thus it sometimes occurs that well-disposed, and, in the main, competent teachers, who, owing to some minor defects, stand in special need of friendly admonition and encouragement from the parents and guardians in the district, have to contend with their hostility as developed in the increased spirit of insubordination and contempt thus fostered in children at their homes.

Your committee feel impelled again to urge upon parents and other citizens the duty of visiting their schools and acquainting themselves with the teachers. It is believed that such visits would convince parents that the teachers generally labored sincerely and earnestly for the improvement of their children; would awaken their sympathies for the teachers, and prepare them more intelligently to judge of their capacity and fidelity, and, by an occasional word of admonition and encouragement, to aid and stimulate them in their work. Such visits would, also, exert a happy influence on the scholars, enlarging their ideas of the importance of the school and the value of their privileges, increasing their respect for their teachers, and stimulating their ambition to excel. It is a general truth, that children whose misconduct brings them into frequent collisions with their teachers,

will misrepresent their teachers in their reports of them at home. They often feel a kind of necessity to do this, in order to justify their disobedience and dislike to their teachers.

Parents, therefore, who do not visit their schools and cultivate an acquaintance with the teachers, ought to be very cautious how they receive evil reports of them from their children.

School Committee.—R. W. FULLER, A. C. LIVERMORE, A. GOULD. °

SUDBURY.

We think unwilling obedience and slight instances of insubordination or independence of the teacher's authority, upon the part of larger scholars, is regarded far too leniently in our community, and especially by those under whose guardianship they are placed, and under whose control they ought to be. There is too much of a disposition to regard as unimportant, acts of pupils which occasion the teacher unhappy days and restless nights, and exert upon the school an influence exceedingly deleterious; and in some instances, we fear, they are considered as evidences of smartness. For the evil of insubordination, and many others, also, we think the most appropriate as well as the most efficacious remedy can be applied by the parents themselves. Should they always condemn improper conduct in their children, and, when necessary, punish it, and never censure the teacher for the use of proper means for the maintenance of healthy discipline, and should they occasionally visit the schools and inquire into the deportment and standing of their children, a change for the better would soon be very perceptible.

In this connection we wish to say a few words for teachers. We think they are frequently, and sometimes harshly, blamed for the acts of scholars and the condition of the schools, when they should rather receive sympathy and encouragement. Their deficiencies are often more misfortunes than faults. Cases rarely arise in which they deliberately and knowingly violate their duty, either by acts of omission or commission, and they should be judged leniently. If they do not succeed well, after a fair trial, others should be substituted in their places, but trivial causes should not be allowed to breed disaffection; they cannot attain perfection, and if in the main they are doing excellently well, slight defects should not be viewed with microscopic eyes, nor noticed except in kindness, to aid in their correction.

School Committee.—CHAS. THOMPSON, J. C. HOWE, A. BALCOM, J. K. HARRIMAN, F. F. WALKER, J. S. HUNT.

TEWKSBURY.

While we urge upon parents the duty of having their children constant and punctual at school, we would call their attention to the fact that

nothing is gained by sending them at too early an age. If a law should be passed, prohibiting the attendance of children in our Common Schools under the age of six years, nothing would be lost, and much gained by such prohibition. The amount of information gained in school, under this age, is more than counterbalanced by generating distaste for the school-room, and by a loss of vital energy. The time devoted to a class of children in school under the age of six years, must, necessarily, be very limited. From ten to twenty minutes a day, according to the size of the school, is all that can reasonably be expected. The rest of the time must be spent, by such young children, in enervating idleness, in constrained and unnatural positions, or in annoying play, taking up the time of the teacher, which should be devoted to those who are old enough to receive and appreciate instruction. Children who begin to attend school at the age of six or seven years, are, ordinarily, as far advanced in their studies at twelve or fourteen as those who begin at four. There has been for the last few years, a growing conviction in the community that the hours of study in our schools should be shortened. The time now devoted to study is, doubtless, the extreme limit of human endurance, for any length of time, compatible with health and mental vigor in the young. A less number of hours, properly occupied, would, doubtless, be far better than a greater. Eight hours of application, out of the school-room, is far less exhausting than six in it. Parents do not always realize the degree of depression caused by a crowded room, especially when but little or no attention is paid to ventilation. A burning candle goes out when confined in a limited space of atmosphere ; so does the lamp of life. They both burn less brightly as the oxygen is used up, and the deadly poison, carbonic acid gas, is generated. If this subject was more generally studied and appreciated, parents would be less inclined to expose their very young and tender offspring to such influences without very good reasons. Air and exercise are as essential to health as food and clothing, especially to the young.

Many object to gymnastic exercises in our schools, or "new-fangled notions," as they are called by some. "We send our children to school to learn," they say, "and not to play. We have exercise enough for them at home." Did parents but realize that after children have been sitting on hard benches, bending over uncomfortable desks, for several hours, their limbs benumbed, and their lungs compressed, they would learn much faster after a few minutes of brisk, scientific exercise, they would think the time well spent, and more especially so, if by this simple and agreeable process the health of their children should be preserved, and a doctor's bill avoided.

A keen observer of human nature, and somewhat of a wag, once said of a very learned man : "He has all kinds of sense but common sense." This remark might, with some degree of propriety, be applied to certain literary teachers of the present day, who think the human brain is very much like

an elastic bag, capable of being stuffed to an enormous extent with perfect impunity ; and that all brains are equally elastic. Much caution should be used in imposing tasks upon young pupils. The capacity and maturity of a child should be regarded. To require all children of seven years of age to commit a lesson of the same length would be absurd, provided they had the same advantages. One child of seven years is as mature as another of ten. One child has the power of committing to memory ; another has not, to any great degree. The one that possesses this power may be far inferior to the other in intellect. A parrot can repeat what it hears said without any reasoning powers. Many an intellectual child has become discouraged and disgusted with the school-room, by being overtaxed and puzzled. Pupils should not be required to do impossibilities. Too difficult and too long lessons should not be given. One step easily taken imparts confidence for the next. Teachers should use common sense in this matter, and not judge of their pupils' capacity by their own, which has been matured by long and careful training.

In this age of letter writing, bad spelling will be ruinous to the prospects of many ambitious pupils who may seek for honorable and lucrative situations. Poor chirography is bad enough, but poor spelling is infinitely worse. Some teachers seem to regard spelling as a sort of appendix to reading ; and when so regarded by teachers, it will not receive much attention from pupils. Some plan should always be adopted, by teachers, to excite emulation among their pupils in this important branch ; for, without such emulation, the subject is, ordinarily, dull, and the proficiency small.

In all recitations, conversations, and exercises in the school-room, grammatical language and correct pronunciation should be insisted upon by all teachers of the young. Early impressions are generally lasting ; and it is very important that nothing be learned, or permitted in school which it may take years to unlearn. Time is too precious, even in childhood and youth, to be spent in correcting what ought never to have become a habit. It is much easier to learn to do anything correctly, at first, than to reform, after habit has become second nature. The great importance of this subject commends itself to parents as well as to teachers ; and more especially to the latter, when the former have been remiss in their duties.

The laws of the State require good behavior to be taught in all our Public Schools. Sectarianism being proscribed, teachers are liable to go to the opposite extreme, and teach nothing that is not of a literary character. This subject has been too much neglected in our schools. Lest teachers may forget their duty in this respect, it may be stated that the law requires them to give instruction in the principles of piety, justice, truth, humanity, benevolence, sobriety, industry, frugality, charity, moderation, temperance, and love of country or patriotism.

These virtues may be enforced upon the attention of children and youth, with all the strength of example, of precept, and of character which can possibly be brought to bear upon them, without the least fear of being guilty of teaching sectarianism, for all Christian denominations admit their importance, and inculcate their practice. The moral influence of a successful and popular teacher, properly exerted over the pupils of a school, may be great beyond computation. A few minutes spent every few days in urging the importance, both to the mind and body, of the above named virtues, might lay the foundation for a virtuous, useful, and happy life, in many a pupil who might otherwise be led astray by pernicious influences and examples. There is no danger of strewing the path of virtue with too many flowers, or of hedging up the road of vice with too many thorns.

School Committee.—WILLIAM GREY, THOMAS BRIDGE, P. W. CALDWELL.

TOWNSEND.

Qualification of Teachers.—It is of great importance that any one who attempts to teach, should not only sustain a good character, and have tact and judgment, but should be intellectually qualified to give accurate and clear instruction in the different branches of study. While in some rare instances individuals become good scholars by the aid of books alone, still most persons require the assistance of good teachers. Those towns which maintain good High Schools, afford to those who have the ability and inclination to teach, facilities for becoming well qualified, which Townsend does not. And we think that those who intend to teach, should, after leaving the Common School, at least honor some good academy or Normal School with their presence a few terms. In some instances a teacher may be qualified to give instruction in a particular school, who might not be qualified to give instruction in some other school, nor even in the same school at a different term. And we wish to be understood that it does not follow, as a matter of course, that a teacher once approved, will be again.

Persons have in several instances intimated to us that we have approved those who were not well qualified. We wish in regard to this to say, that in this town your committee have not the selection of teachers in their hands, but only a negative upon such as are nominated. Sometimes a candidate has been brought before us the very day upon which the school was to commence, at a time when the services of the best teachers of this and the neighboring towns had been secured, and there was a prospect that, should we reject the candidate, others no better qualified would be presented.

Examination of Teachers.—Your committee have unanimously voted, “that for the ensuing year, no individual member of the committee will examine and approve a teacher at other times than those they may appoint

for such examination ; unless every member constituting it shall receive seasonable notice of a time and place for such examination."

Spelling.—A few words in regard to spelling will not, perhaps, be unprofitable. During the school year just closed, "written spelling" was introduced by vote of your committee into the schools. This, to some, seemed to be a "notion" or "whim," which would bring extra expense and "bother" without affording any practical advantages. Now, friends, one of two things must be true, viz.: either our scholars are all good spellers, or spelling orally is not sufficient to make them such. Can you show us one school in town where the scholars are not, some of them, sadly deficient? We have all, perhaps, heard of the young lady who called her friend a "dear cur" (sir); also of the man who had "gorne to Boston"; again, in the old reader, of the boy who sent a letter to his "dear ant." We all think such errors ought not to occur, but are we aware that those equally unnecessary occur in our own schools, and, if in them, sometimes, may occur out of them. Perhaps now you are ready to have us announce our belief in the written, as the true and only method of spelling? If so, then you are ready, also, to hear us say that the boy who can drive the oxen well can hold the plough equally well, or that the man who can hold the plough well will be equally apt at managing the team. Such is not our position exactly, but we do believe that scholars may learn to spell well orally, and still, when they begin to use the pen, we shall find them addressing their "dear ants," or calling some kind friend a "dear cur," or making equally humiliating mistakes. We believe that the two methods must be combined, that the ear and eye must both be trained, that we must have constant drill, unceasing, daily effort, and then, and not till then, will our scholars become good spellers. This is a matter that interests us all. Let us all feel its importance.

School Committee.—STILLMAN HAYNES, ABEL G. STEARNS, HENRY C. ROLFE.

TYNGSBOROUGH.

The Winslow School.—It is a notable fact, indicative of the steadfastness of the New England mind, that the onerous demands on the resources of our loyal people in the shape of national, State, county and municipal taxes, or for the beneficent purpose of assisting the soldiers of the Union and their families, have not abated or reduced the usual appropriations for the benefit of the Public Schools. This town has most liberally augmented its grants for educational purposes, and it is but a type of many other municipalities.

The old Grammar School-house, which time and neglect had rendered unfit for occupation, was abandoned on the purchase of the Baptist meeting-house at the moderate price of five hundred dollars. To adapt it to its

new destination and to properly equip it, the sum of five hundred dollars was voted, and an additional amount of one hundred dollars appropriated for its support. These sums, together with one hundred dollars granted to each of the seven districts, indicate an enlightened liberality extremely creditable to the discriminating munificence of this little town.

On the 28th of November last, the new school-house, hereafter to be known as "The Winslow School," in honor of Madam Winslow (*née* Tyng,) its liberal founder and benefactress, was dedicated with appropriate ceremonies. The large company which then assembled testified to the general interest which had been awakened in regard to this particular seminary. The term commenced with forty-four scholars, twenty-six of them being over fifteen years of age, under the charge of Mr. James Powell, a member of Dartmouth College, and the approved teacher of last year. The final examination, after a course of three months' instruction, was in every particular most praiseworthy; it stamped the school as a marked success, and auspicated its future prosperity. Let but moderate means be supplied in addition to the income derived from the donation of Madam Winslow, and it might be kept open throughout the year,—a consummation devoutly to be wished by all friends of liberal culture.

The early dramatic poet Marlowe makes the learned Faustus say to the spirits who had inveigled him—

"I'll have thee fill the public schools with skill."

It is with great cheerfulness your committee testify that the selectmen (with whom is vested the appointment of the teacher of this school,) have "filled" it for the two years last past with a "skill" which would have even extorted praise from old Faustus.

Wages of Teachers.—The pay of teachers varies in the different districts, according to the number of scholars; possibly, the prudential committee is a man of prudence, and makes a good bargain for his district. It must be conceded, however, that the compensation to female teachers, at the present time, is inadequate as well as unequal. Especially is it unequal when compared with the wages of a male teacher in a district school. There is no solid reason for this discrimination. A district school is best managed by a female; the younger children cling to and confide in her as they will not to one of the sterner sex. Let the latter seek more stirring and sturdy callings, and not compete for the possession of woman's more appropriate sphere of duty.

Reading.—This most valuable accomplishment seemed to be of inferior importance, not in the estimate of teachers, but in the opinion of the scholars. It often appeared as if they were undertaking a disagreeable task, and the quicker it was slurred over the better. It is a grand mistake to subordinate it to any other branch of education. To read well, one

must read with the understanding. It is not a mere labial art, which can be acquired without mental effort; on the contrary, it requires a knowledge of the meaning of words, and a refined taste in order to give them a significant rendering. Correct reading is a form of eloquence; in all time, elocution or oratory has been a favorite study with men of the highest order of intellect.

In arithmetic and in geography, almost all the children appeared to advantage; so, too, in spelling. In grammar they were less thorough; but the most obvious deficiency was in reading. To this matter the committee intend to especially invite the attention of the teachers for the ensuing year. On the whole, the committee congratulate the town on the general excellence of its schools.

School Committee.—FRANCIS BRINLEY, DANIEL PARHAM, LUTHER BUTTERFIELD.

WALTHAM.

Discipline.—It cannot be expected from human nature that there shall never be difficulty in the government of schools. It ought, however, to be always understood that the interest and aims of the committee, of teachers, and of parents are as one in this regard. It is our endeavor to sustain all teachers in the judicious exercise of their authority. This is indispensable. At the same time, we discountenance all scolding and needless severity. We would have corporal punishments always proper in kind, and reduced to the minimum in amount. On the whole, we are confident that our schools deserve credit in this respect.

We cannot close these remarks without adverting for a moment to the liberality practised by the agents of the Boston Manufacturing Company, in furnishing accommodations so ample for educating the children of this section of our town. A house has been furnished by the company for more than forty years, and for many of the first years of this time they furnished teachers, fuel, and all the paraphernalia of the school-room: a munificence rarely met with in manufacturing villages. We hope our town at no distant day will tender a vote of thanks to the Boston Manufacturing Company for thus extending their liberal hand for so noble a purpose. We trust that this example may induce others to go and do likewise.

School Committee.—R. B. THURSTON, C. NEWHALL, JOSIAH RUTTER, E. W. LANE, LEWIS SMITH, J. G. MOORE.

WATERTOWN.

The goal eagerly and persistently toiled for by the pupils in our Grammar Schools is the High School; and they are encouraged by their parents to persevere until that end is secured. Yet, how few there are who pass

through its different grades of study, and leave it as graduates! Why this is so, is a problem for which we have no solution. It may be with this as with other objects in life ardently toiled for,—that when the prize is attained, we fail to find the satisfaction we expected. Or it may be,—especially with boys, for most of the graduates are girls,—that parents cannot afford to lose the services of their children, or the compensation their services would bring. If this latter be the motive that actuates them, can there be a more mistaken idea? Can parents realize the injury they are inflicting upon their children by curtailing the short period of their education? It were far better that they should make some sacrifices in life, and advance the interests of their children by giving them a better education, than by removing them from the school before they have completed the full course of study pursued there. Whatever may be the cause, the fact exists, that less than one-half who enter the school complete the full course of study there, and it is not for the committee but for parents to decide how long their children shall improve the advantages the school affords.

Object-Lessons.—With the view of testing the benefits of object-lesson teaching, the committee have purchased five sets of charts, with manuals and easels to accompany them, and have placed one set in each of the Primary Schools.

The great benefit to be derived from this mode of teaching may not be immediately apparent, but its influence upon the youngest children in these schools will, in time, manifest itself in a more rapid progress in all their studies. Two points will be secured by their use, if a systematic course is pursued by the teachers, viz.: to fix the attention of the scholars more closely upon their lessons, and to turn their minds into new channels of thought.

We have endeavored to impress upon our teachers the importance of this method of teaching, and, even if it is irksome to them, and a little out of their regular routine, to persevere for the sake of the good to be derived from it by the children under their charge. At all events, it is the determination of the committee to give the system a thorough trial.

School Committee.—CHARLES J. BARRY, JOHN B. GOODRICH, JOHN WEISS, L. B. MORSE, A. F. FLEMING, L. T. TOWNSEND.

WAYLAND.

The law makes it the duty of every parent or every person who has children in his charge under fourteen years of age, to furnish them at least with twelve weeks of schooling during the year, six weeks of which time shall be consecutive; and for every neglect of this duty, the party offending is liable to a forfeiture of twenty dollars. (Revised Statutes, chap. 41,

sect. 1.) It is a mistake to suppose that the education of the child is at the option of parents or guardians. The theory of the law is, that the child, and society as well, have rights which, within reasonable restrictions, are paramount to all others. If any person who has control of a child, through neglect, or parsimony, or whatever motive, is keeping him from school, the law, if executed, takes the child into its keeping and places him in the school-room.

It is made the duty of the school committee to report all such cases to the town treasurer, whose duty it then becomes to institute immediate prosecution if, after due notice, the children are not forthcoming. We have done this in one instance, where a child was kept at work, and his schooling neglected, on the plea that he was "incapable of learning." It would be just about as valid a plea to keep him from the air because incapable of breathing. At any rate, we resolved that, so far as our responsibility could be discharged, the child should have a chance to breathe, and we are happy to find him reported among those not absent nor tardy,—converted from a drudge into a tolerably bright scholar, his lungs inhaling the atmosphere of knowledge with as much freedom and pleasure as children in general.

There is also a law respecting "habitual truants and children not attending school, or without any regular and lawful occupation, or growing up in ignorance, between the ages of five and sixteen years." (Revised Statutes, chap. 42, sect. 4.) And this is supplemented by a still later statute, with more special provisions. We have no direct means of knowing how many children are "growing up in ignorance" within the meaning of the statute, but we recommend a strict compliance with it under the action of the town.

Something more is necessary than sending the child to the school-room. He must pursue the studies of the school,—those, at least, which are fundamental. Parents have no right to send their children with a message to the teacher that for them any important study is to be dispensed with, unless there are good reasons for making the case exceptional. Certain branches to be taught are prescribed by law, and any child to whom they are not taught is "growing up in ignorance," though he may go to the school-room every day in the year. Nor does the child attend school consecutively if he is only sent two or three days in the week, or if he is called out constantly at any and every hour of the session, so as to interrupt his recitations or neglect his studies.

Writing.—This is too much neglected, and sometimes nearly crowded out. It is no excuse to say, "There is not time." You might as well say there is not time for reading and spelling. It should have a due proportion of time; if not fifteen minutes a day, ten; if not ten, five; and during this time the teacher should see well to it that the pupils do not sit in

uncouth postures, with their lines at right angles with their desks, and their pens grasped with their fists instead of their fingers. No pupil should have passed through the schools without being competent to write a letter in a neat, legible hand, well punctuated, and with all the capitals in their right places. For this purpose the system of writing-books now in use should be faithfully followed; and if the eye of the teacher is watchful over the beginners, seeing well to it that they start with no bad habits, they will require less care afterward. Then, as soon as they can write legibly, they should bring in compositions; not dissertations on "virtue" or "education," but descriptions of what they have seen; and they should do this till every trace of bad spelling, wrong punctuation, or slovenly writing disappears. This need not take up the time of the school-room; and until the pupil can do this without his "copy" before him, he has not learned to write.

History.—Every class in each of the schools should, before graduating, have passed through the history of the United States. There should be but one class in this study, and that class should comprise all in the school who have entered the first division. And it should not be an exercise in verbal memory. The pupils always, when they come to the recitation in history, should narrate the main current of events in their own language, giving the facts as clearly and neatly as possible. They should never be suffered to plod through the book by committing the words to memory. They will get very little knowledge of history in this way, and such an exercise is worse than useless. Scholars may thus go through the book and be unable to bear a decent examination in regard to the most important facts, because the attention has been constantly on the strain about words instead of things. By learning to give a clear analysis of the contents of the chapter in their own language, they are cultivating at the same time a facility of utterance and a use of good English. They will be acquiring a good vocabulary for themselves, for conversation, or for writing, and at the same time cultivating a memory for facts instead of words. Every recitation, thus conducted, will be as valuable to a class as an exercise in composition, aside from the main purpose of historical studies. It is vain to say that a class cannot adopt this method. Every scholar can do this who is old enough to study history, and he will soon be surprised himself at his more rapid progress and the development of a higher intelligence.

All the Wayland schools, with exceptional cases, have been under the charge of lady teachers for several years. This lays a special obligation upon parents that the children at home should be so trained and civilized as never to need corporal chastisement at school. It is no concession to say, "The teacher has permission to whip my boy." A very efficient teacher once returned answer to such message, "Tell your parents that I am not a pugilist, and if their boys need whipping they must do it them-

selves. I perform no such drudgery for them. And, until their boys are so far civilized as not to need whipping, they are not fit for my school-room." It was a perfectly valid and pertinent answer. True, all teachers have this right, and should not renounce it. But, if this thing is to be done to any considerable extent, especially with larger scholars, the town should employ school-masters, and pay for the requisite brawn and sinew. Generally, the punishment required in a school is inversely as the refining and Christianizing influences at home.

School Terms.—We still recommend the same division as last year,—three terms; two of eleven or twelve weeks each, as the summer and winter terms, and a fall term of nine weeks. The summer term we think ought to begin in April and close by the Fourth of July, leaving the hot weather and the dog-days for vacation. All our experience teaches us that, constituted as our schools are, no term should be prolonged beyond the twelfth week. When it is so prolonged, the teacher and the pupils both get tired, and the attendance and the interest fall off. Beyond the twelfth week we consider the time and money well-nigh thrown away.

School Committee.—EDMUND H. SEARS, JOHN N. SHERMAN.

WEST CAMBRIDGE.

High School.—It gives us great pleasure to bear witness to the entire success which this new and much needed school has achieved. In one term, and that a term broken by reason of the ill health of Mr. ——— the school has made a long step forward. The quiet, judicious, and efficient method of teaching and government, adopted by the principal, and the steady, persistent efforts of the pupils, render apparent the use and value of this school. Studies which could not be pursued to advantage elsewhere, have been very successfully prosecuted here, and already has a good foundation for future usefulness been laid, through the readiness of the pupils to receive and make use of the discipline and information which are here offered them. And when sufficient time shall have passed, to put into operation the whole course of study which has been marked out for this school, we think there will be manifested such a decided improvement in scholarship, and such added means of usefulness and honor, as will suffice to convince all thoughtful persons, of the great value and necessity to the town of this school, which stands as the cap-sheaf of our system of town schools.

There are upon our school registers too many marks for absences which seem to us unnecessary. Of course, absence from sickness is unavoidable, and cannot be condemned; but absence from other than absolutely necessary causes, is not only injurious to the schools, but is a wrong to the town. Among the duties which parents owe as citizens, there are none more

weighty than such as pertain to the right use of town privileges. It is due to the town that such progress should be made as it affords opportunities for, and those who do not make full use of such privileges, are not doing what they ought for the good of the town. And among these privileges none are more important than those which are afforded in our schools, and they who from any but unavoidable causes, prevent these educational privileges from being enjoyed to their fullest extent, are not as good citizens as they might be, and are placing stumbling blocks in the way of the progress and future well-being of the town. We hope that this error of frequent and unnecessary absence, may be immediately corrected.

There is another fault which we feel it our duty to take notice of: It is one which breaks in upon school discipline and study through the tardiness of the scholar, at the beginning of the session, and his dismissal before the close thereof. There is nothing more injurious to a child, than the habit of being tardy, and there is nothing more antagonistic to the discipline of a school. It is a habit wholly unnecessary, as our schools commence late enough to allow the laziest person time to get through with the duties preliminary to the day's work, and it is only because of loitering and neglect that any are tardy. We hope parents will aid us in the correction of this habit, by impressing upon the minds of their children the necessity of promptness and punctuality. The fault of early dismissal may be properly assigned to parents. They ought to refuse to grant an excuse from school duties before the regular hour of dismissal occurs. Such permission is subversive of good order, and teaches a child a lesson in shirking which is totally uncalled for, as we all learn that soon enough after we have finished our school course. We hope that parents will carefully consider the ill effects arising from this plan of dismissal before the close of school, and refuse to grant their children the excuse necessary.

For the Committee.—W. E. GIBBS.

WESTFORD.

The government in our schools has been generally mild. We think a teacher ought to be able to govern without resorting much to the rod, and we don't like to see it held up *in terrorem* over the heads of the scholars. A female teacher brandishing frequently a long switch among her pupils is a specially unedifying spectacle, and suggests painful doubts of her competency for the work she has undertaken, however well qualified she may be in other respects. We don't believe, either, in scolding or brow-beating. Some teachers have no patience with dull scholars, and instead of tempting out their dormant faculties by encouraging words, depress and crush their spirits by taunts and abuse. This is a very wrong course. No one is fit to be a teacher who pursues it. Patience and self-control are to be

regarded as cardinal requisites in those who assume the office of instructing and disciplining the young, difficult as it may be and doubtless is, sometimes, to exercise these virtues in the school-room.

We are more and more ashamed of our school-houses. The only respectable ones are those in Nos. 3, 4, 5 and 10; and we stretch our charity a little in according this title to one or two of them. The others are wretched affairs. We don't see much prospect of getting any better ones at present, unless the town will be wise enough to abolish—as most wise towns in the State have already done—the district system. The town will be called to act on this question next year, and it is our opinion that, if the best interests of our schools are consulted, it will be decided in the affirmative. We should then be likely to have not only better school-houses, but better teachers; and the school money being more equally distributed, more equal advantages would be secured to all the children of the town.

School Committee.—GEORGE M. RICE, GEORGE T. DAY, EDWARD PRESCOTT.

WILMINGTON.

The plan of publishing, in our annual report, the names of scholars who have not been absent, tardy nor dismissed, during a whole term, which was adopted last year, has had, we think, a very salutary effect, although it is not always a sure criterion. There are, undoubtedly, some who have aimed at this constant regularity, who have been unable to be present, from sickness, or other circumstances equally beyond their control, which must, of course, fully justify their absence. This class, surely, should not feel disgraced, though it be a misfortune.

And now, while we in the present instance, depart from the usual custom, and refrain from attempting the delicate and often difficult task of rightly discriminating between the several teachers that have been employed during the year, we intend no disrespect whatever, but prefer to let their praise be found in the respective fields of their cultivation; believing that this course will not result in any injustice, but rather induce parents to a more thorough knowledge of the attainments and conduct of their children while at school, cheerfully helping them on in the path of obedience and progress.

School Committee.—LEMUEL C. EAMES, C. L. CARTER, WM. H. CARTER.

WOBURN.

The close of another school-year brings along with it the not unpleasant duty of presenting the condition of one of the chief interests of our ancient town. The performance of this annual duty is expected by our fellow-citizens, and made imperative by law. As relates to the disburse-

ment of the funds placed at the disposal of your committee, and some other matters, such annual report is required in order to intelligent action on the part of the town. That it should be so much the habit of the general community, the fathers and mothers of these multitudes of children, to depend on this annual report of the superintending school committee for a knowledge of the condition of the schools, is a circumstance much to be deplored. No such indifference exists in relation to our gardens and cornfields, even when their cultivation is intrusted to other hands. The man who owns a flock of sheep will find time to look after them, now and then, amid the busiest cares, however much confidence he may have in the competency and the faithfulness of the shepherd. Our children ought not to be any less carefully looked after, assuredly, than our petunias, and corn, and sheep. Your committee deprecate most earnestly such a measure of confidence in their own administration, or in the administration of those whom they employ as the instructors of your children, as shall supersede personal inspection and inquiry. We venture to think, moreover, that the result of a frequent visit to the schools on the part of parents would be a decided increase of confidence both in your committee and your teachers. Both committee and teachers earnestly invite such visitation, and will cheerfully abide an intelligent verdict on all their doings, having observed that the severest fault-finders, and hardest to be pacified, are invariably the ignorant. We have said "frequent visits," because it is quite likely that a single visit may altogether fail to give a true impression of the actual condition of things. There are days when everything seems to go wrong in the very best schools, under the most competent instructors. The presence of visitors on one of those blue-letter days will embarrass both teacher and pupils, and a report of that day as a sample will do great injustice to the school.

The visits of the parents should be frequent, and they should also be made in the spirit of kindness. If the mother of a rather troublesome child visits the school for the purpose, or even with the expectation of having unfavorable impressions confirmed, the teacher will perceive it at a glance, and the behavior of the child will betray it. Of course, such visitors will find all which they expect to find. Their presence will create embarrassment, and, unless the teacher happens to be marvellously good-natured and forbearing, irritation and disgust.

No amount of pains on the part of the committee will prevent occasional disappointment in relation to the qualifications of teachers. But is it too much to claim that, with a competent committee, the presumption is always in favor of the teacher, and not against him? We affirm this without hesitation, and with special emphasis. The persons who present themselves as candidates for the office of teacher have been trained up among us; they have good common sense; are familiar with the routine of school

duty, well educated and conscientious. The strong presumption is, that they will succeed. And the fact is, they do succeed. The exceptions are very few.

We dwell on this point, and press it, and ask for it particular consideration, because it is a point of very grave importance. There is inevitable disadvantage and loss in exchanging one good teacher for another equally good, and even better. This is a matter of plain common sense, and everybody understands it. To find fault, therefore, because the incoming teacher does not immediately realize all that was accomplished by the party retiring after an experience of months or years, is simply absurd and ridiculous. Such critics are entitled to no attention and no respect. They do what in them lies to injure the very best teachers, and to turn success into failure. They greatly injure their children by their unreasonable and foolish fault-finding, in their presence, with a teacher of whom they know nothing. They make it pretty certain, in this way, that their children will not behave well, and then, with a beautiful consistency, they censure the teacher for the misconduct which they themselves have caused.

Your committee speak of this, not as an evil which might exist, but which does actually exist in Woburn, and works great mischief and loss in our schools. We affirm, positively, that if the sum total of the mischief thus produced could be ascertained and estimated in money, according to the aggregate loss resulting, the amount exhibited would be more than sufficient to supply every school in the town with a beautiful and much needed apparatus, with maps, and charts, and illustrative pictures.

Your committee do, therefore, most respectfully request that they, and the teachers they employ, may have fair treatment. They request that these teachers may be regarded as the sincere friends of the children, and the friends of their parents, ready and anxious to do faithfully and kindly all their duty. We ask that their success may be assumed as a thing probable, rather than their failure; and then that all parents will use their influence to secure rather than to prevent such success. Let these very reasonable things be conceded, and we will pledge that the school-year next ensuing shall be such as has never been known in our ancient town.

Teachers' Meetings.—Some of the most valuable objects which would be promoted by very frequent and lengthened visits to the schools, might be, perhaps, even more effectually secured by meetings of the teachers and the committee. The experiment was tried to some extent during the autumn and winter months. The attendance of the teachers at these meetings was remarkably good; the members of the committee found it very pleasant to be there as frequently as other engagements would permit. The discussions related to the best methods of instruction and discipline in all the different schools, commencing with the Primary. This plan embraced a wide range of topics,—books, the best, and how far to be used,

in all the different branches; the adaptation of subjects—reading, spelling, arithmetic, etc.,—to the age and capacity of the children, with the rate of progress, more or less; apparatus, object-teaching, gymnastics and government, including punishments and rewards. The meetings were enlivened by the freest expression of opinion, by the relation of the results of experience, and, of course, by occasional sharp encounter in the discussion of theories and measures. We hope the result has been of some value already, in the increase of confidence and sympathy, and the spirit of coöperation on the part of teachers and committee, and likewise in the working out of certain well-defined practical conclusions, tending to bring our system of instruction into a closer and more general harmony.

Keeping up the Standard of Attainment in our Public Schools.—The climax of our educational system is the High School. To be crowned with its fullest honors should be the ambition of all our young people. Why not? So rich a prize, so easily attained. Easily, by those who are willing to study, and to make the most of the advantages offered and secured to them by the State. Easy to any others those honors certainly ought not to be, but impossible. A high standard should be maintained, so that those seeking a preparation for business, or to teach in our Common Schools, may find all necessary facilities, and young men may be thoroughly fitted to enter college. This cannot be done, of course, unless care is used to secure thorough drill in all that is preparatory to entering the High School. Your committee will insist strictly on this rule, and will not permit scholars to pass from one school to another of higher grade, merely because they have completed the usual term of attendance at such preparatory schools. They will, at their discretion, require any child in the advanced, or other schools, to fall back into a class of lower rank, when found unable to go on by reason of inattention to studies. The attention of parents is especially invited to this point, and they are requested to inform themselves as to the progress of their children, and to aid the committee and the teachers in securing the great ends for which our educational system is maintained.

The Overtasking of Scholars.—How much study shall be required from day to day in our Public Schools, is a question of the gravest importance, and that with reference to the best scholarship and the broadest ultimate intelligence, hardly less than with reference to health. This question has been a good deal discussed in Massachusetts for several years past, and the conviction exists pretty extensively among those qualified to form an intelligent judgment, that there is a tendency to high pressure in many places, if not as the general fact, in connection with our system. Your committee have had, and will continue to have, a careful reference to this matter in all the arrangement of studies in all the schools, from the Primary to the High. They will not hesitate to make any changes which shall seem to

them to be required by a paramount regard to health. They believe that the great object should be, not to go over the largest possible amount of ground in the shortest time, but to make very thorough work at every step, thus forming habits of patient attention, and laying the foundation of sound intellectual and literary tastes. With special reference to these results, the committee have recently introduced some modifications into the High School course of studies, placing surveying among the "miscellaneous exercises," and combining political economy with history and the constitution of the United States. This will not only afford relief at certain points where an undue pressure has been felt, but will give larger space for the study of history; a branch, in the judgment of the committee, especially as now taught in our High School, of exceeding value.

It should never be forgotten that study, and hard study, so far from being injurious to health, has a direct and powerful tendency to promote it. To suppose that there is any necessary connection between severe mental toil and shattered nerves and ruined health, or that there is any good reason why the face of the student should be

"Sicklied o'er with the pale cast of thought,"

is altogether a mistake. Vigorous health and length of days, on the contrary, ought to be and are the natural effect of severe and habitual intellectual application, alternated with needful relaxation and physical exercise, while the human countenance is much more frequently "sicklied o'er" with other things than with thought.

School Committee.—J. C. BODWELL, J. SPENCER KENNARD, JOHN JOHNSON, JOHN CUMMINGS, Jr., STEPHEN NICHOLS, J. G. POLLARD.

WORCESTER COUNTY.

ASHBURNHAM.

Our best teachers have been devoted to their schools. Their whole time has been allotted to the labor of interesting and improving their pupils. Not only in school hours, but out of them, in evenings, and other times, they have had exercises in aid of their main objects. They have recognized the school-room as preëminently their place of toil. Their heart also has been there. It has been the place of delight to them. There is no common "joy" in reclaiming a child from dullness, ignorance,

indifference, bad habits, to quickness and accuracy of perception, to intelligence, to living interest, to purity, to real manliness, and honorable feeling. It is like a resurrection from the dead. How pleasant the gradual unfolding of minds in the mass! How marvellous the development of the few! All this the calm, self-poised teacher enjoys.

Besides necessary recreation and rest, good teachers have spent most of their time away from the school-room in two ways. 1. In studying the lessons they have given out. *E. g.*, how much better can the reading lesson be taught, if it has been first thoroughly examined. All the elements of good reading would be considered, *e. g.*, pauses, inflection, emphasis, full, clear tone, &c. If the teacher is interested in the lesson, he will be likely to interest the child, and be able to impart the excellences of his own reading. Even the teacher of a Primary School has much to do to see that the reading is something else besides the pronunciation of words, and faulty even then. And if he does not find any occasion for study here, he is much better acquainted with the subject than some who are older. So all other branches of knowledge should be studied. It is not enough to have attended to the subject at some school, or even recently, or to do the necessary thinking when the time of recitation comes. Every point to come up in the recitation should be considered beforehand. Besides, a fresh view will give fresh interest, and increase knowledge, especially if the same topics are examined in other text-books. A subject must be fully before the mind before it can be thoroughly taught. This, then, is a prime rule with all young teachers, that the lesson must be studied. 2. Devoted teachers revolve in their minds the condition of their schools in order to devise ways to improve them. They try to answer such questions as these: "What expedients can I devise to preserve order, to prevent whispering, to fix the attention of a class during recitation, to secure more study?" "How can I illustrate this principle in arithmetic or grammar more clearly?" "How can I secure more enthusiasm?" "How can I waken up and bring forward the dull, backward ones?" "How can I check that bad habit, or infuse pure moral feeling?" The characters of children need to be studied in order to devise remedies for faults. Leisure hours are full of such thoughts; invention is tasked, books are searched, and inquiries are made for feasible plans. Perhaps some teacher may shrug up his shoulders and say, "If teaching involves such toil, may I be delivered from it." Very well; you may be efficient in some other business, and deserve respect for it, but you are not formed for a teacher. If your schools cannot absorb your interest and your time during their continuance, you had better leave the employment.

School Committee.—J. D. CROSBY, SAMUEL HOWARD.

BARRE.

We wish to call your attention to the importance of permanent teachers. There is a necessity sometimes for trying a new teacher ; but of all changing of employees, the most needless, costly and fruitless. and yet the most common, is the practice of placing a new teacher annually, or twice a year in our school-houses. And yet not a few of our prudential agents practise a system of constant change in teachers, which introduces confusion, waste and discouragement in place of system, economy and progress. This we regard as a source of most serious defect, now hindering the prosperity of our schools. In some districts there are honorable exceptions. This system, or rather want of system in changing teachers, is to so great an extent sacrificing the benefits of experience, and hindering thoroughness of instruction, that the subject demands your serious attention. In no better way can the improvement of our schools be so easily and economically secured as by employing better qualified and more permanent teachers. When the teacher enters the school-room, every character and face perhaps is new, from the rough and uncouth to the timid and gentle, and he must know them intellectually and morally, find the avenue that leads to their hearts before he can successfully teach them. There are many ways of simplifying and illustrating each recitation ; and he only who understands his profession, and the character of his scholars, can adapt these many ways to the great diversity of mind and character with which he has to deal.

The teacher must thoroughly understand his pupil before he can best know how in each case to arouse the indolent, restrain the vicious, and with a love and sympathy for all, cause a sweet flow of harmony to pervade the whole school.

It is not the work of a day to be able to read the heart of a child, and conform yourself to his understanding. "The difficulty of understanding a child is only exceeded by its importance," is a truth which should receive more attention.

We have sometimes heard it said by teachers that they wanted only one day to find out the "rogues ;" that may be, but is their discernment sufficiently acute to penetrate the hidden springs of the heart ? do they seek to find the chord that will vibrate at the touch of every good impression, awakening them to new life, overpowering every obstinate thought, and giving a bright lustre to the whole character ? If they have the ability, we fear the reflection of many a teacher is that "those were always 'hard scholars,' and if I can manage to keep them in shape with the rod or ferule for this term, I shall do well ; some one else will care for them then." They feel little interest in or responsibility, for their welfare beyond the closing examination. When, as custom has led them to

believe and expect, that for the next school they must look to another prudential agent, be introduced into a school-room they have never seen, and to thirty or forty scholars with whom they have no acquaintance, it takes nearly a week to learn their names, and from two to four to properly classify and get them in working order ; thus repeating over and over that unfortunate experiment which rotation here involves.

How different the position of those who feel that they are to be identified with the school beyond the closing examination ; that the result of future terms depends on how well the duties of the present are performed. It does away with that false ambition which is sometimes indulged, of making scholars advance at the expense of thoroughness, knowing that sooner or later those steps must be retraced. The permanent teacher, on reopening his school, is cordially greeted and welcomed by his pupils as a well-trying and faithful friend, who has won their love and respect. He knows every class and every scholar, and is able to set all the machinery in motion without any jar or friction from a want of knowledge of how to adjust the various parts. Teacher and scholar alike enter immediately upon their duties without loss of time or interest, and he is able at once to suit his modes of instruction to the wants of every child. While we desire the permanence of teachers, we want those whose qualifications in every respect fit them to maintain a permanent hold on the noble work in which they are engaged. It has been our painful experience to know that teachers are often contented with a low standard of scholarship themselves, and consequently allow the same in their pupils.

School Committee.—T. P. ROOT, C. C. HEMENWAY, N. E. HOLLAND.

BERLIN.

We will say in respect to the matter of school books in general, they have been, and are still too elaborate for Common Schools. Our elementary readers are of the best kind. The higher readers of the same series are too abstruse, and too formal in style of composition. Simplicity of style is yet to have its day. The best ideas of the world are lost to half of mankind for want of simple dress in language.

Good reading is one of the rare graces of life. But there is no good reason why it should be rare. It is a special business of the Common School. It is one which parents appreciate at home, and rejoice in more than in any other attainment. Next to this come all the elementary branches, and these are the prime objects of district schools. Let parents dissuade from "advanced studies," as your committee endeavor to, till they are sure the child is thoroughly versed in the primary branches. We have some advanced scholars, fairly so. But there is need of watchfulness lest the more essential branches be slighted.

Any one will be surprised, on reflection and observation, to see how much the life of all classes of society is mostly absorbed in those things for which a good Common School education will prepare them. On the other hand, it is painful to see how many, having the advantages of our schools, so neglect the opportunity, or misuse the knowledge they have acquired, as constantly to violate the first principles of their own mother tongue. We do not speak of an occasional error in sound of letters, a mispronunciation, or an occasional error in grammar. There are habits of constant misuse and abuse of language and letters. Let parents correct such evils when they know them. And if a child modestly corrects a parent, let the parent stand corrected and improve by it. A thorough education in common school branches will, in careful use, enable any young man or young lady to appear respectably in any promiscuous society.

School Committee.—WM. A. HOUGHTON, WM. BASSET, E. HARTSHORN.

BLACKSTONE.

In the report of last year, the importance of a thorough and radical change of our school district system was briefly but earnestly presented. The experience of the past, however, had taught us that any statement in the annual report, would fall powerless and dead unless followed up by energetic action. Accordingly, in January last, a special town meeting was called, to act on the following articles, to wit:

1. To see whether the town would abolish the school district system.
2. To see whether the town would re-district the territory.
3. To see whether the town would unite with the seventh school district and build a house sufficiently large to accommodate said district and a High School also, each bearing its respective portion of the cost.

The action of the town on these all-important subjects, was a high tribute to the principles of free discussion and free speech.

After a brief discussion upon the first article, mainly personal and vituperative on the part of the opponents of all action, the "gag" was applied by adjourning the meeting.

In the annual March meeting warrant, the substance of the foregoing articles was again presented for the action of the town, in such a way as to prevent the direct application of the gag, and a more full and fair discussion was obtained; but virtually, with the same result. All the articles were voted down, postponed, or referred to a committee to be reported upon at some future meeting.

The legal obligation to support the Public Schools, rests entirely and exclusively with the town. They are purely municipal institutions, and recognized as such by the very spirit and genius of the laws. And there-

fore, the entire expense incurred in their establishment and maintenance, including all incidental charges of every kind and nature, should be defrayed by the town. This is the ground taken by the highest school officers of the State, most of whom were sound and able lawyers.

The peculiar, and in some respects, extraordinary condition of this town, will not only clearly illustrate the soundness of the above principle, but also the gross injustice that would result from any departure from it.

It appears by the returns of the assessors, taken in May last, that the number of children between the ages of five and fifteen, in the seventh school district, was over one-third more than the number in the eighth, and that the taxable property in the former district was about one-third less than in the latter.

It is thus readily seen that the expense of building and maintaining a school-house in the seventh district, will require the imposition of a tax on its property of about one hundred per cent. greater than would be required upon that of the eighth. The same relative inequality of wealth, of taxable property, is observable in all the other districts; but it is useless to multiply instances in illustration of this palpably plain truth.

Now, if this state of affairs is to continue permanently, then it is patent to every one that the people of this town mean to perpetuate the principle of unequal taxation; mean to make A pay relatively a greater tax than B; tax property in one portion of the town at a higher rate than in another portion; and this is to be done in raising taxes for the support of institutions of a purely municipal character. We believe that no people, actuated by a sense of justice, and least of all, the people of this town, after taking the sober second thought, will sanction a principle so absurd and unjust.

Now, all candid and intelligent men, at all acquainted with our present school arrangements, readily admit the existence of manifold evils, inherent in the system itself. The wasteful, improvident expenditure of the relatively small sum appropriated for the support of the Public Schools—less by fifty per cent. than the average in the State—a wastefulness necessitated by the many small districts among which it must be divided, thereby compelling the employment of cheap, and therefore poorly qualified teachers—the complete isolation of the several districts, limiting the efforts and sympathies of each individual to his own neighborhood or family—the selfish and corrupt combinations formed to secure the election of an officer entirely ignorant of, and indifferent to, the great interests confided to his care, but completely subservient to the interest that placed him in office—the great inequality of advantages possessed by the several districts—the frequent change of teachers, whether good or bad, the former as often as the latter, are some, but not all, the evils that could be enumerated—enough, however, to make up a medley and a muddle, to escape which no exertions should be spared until we have effected a complete extrication.

For the Committee.—FRANCIS KELLY.

BOLTON.

Visits to the Schools.—Will the fathers and mothers of the Bolton that is to be, forget their little ones? Will they be like the father pilloried in the report of last year, who, while most thoughtful of his colts in the distant pasture, and providing with extra care for their food and watering, yet forgot all about his children in the neighboring school-house, and never went near them? Who, that knows anything about their effects, can fail to attach value to visits of parents and other friends? Their good results on teacher, on children, above all on the visitors themselves, in giving exact knowledge of what is actually going on, in lieu of hearsay report,—in removing prejudice, renewing interest, and in many other ways,—how salutary! How much time spent in idle chat by the roadside, or in ways much worse, might be devoted, as matter of conscience and duty, even at some sacrifice of inclination, to an object like this! Are fathers, we would ask, supposed to know and care nothing about the children's training in school? For with rare exceptions it is the mothers, we observe, who do the visiting. What father would not feel his sense of duty quickened, his ideas of processes and methods improved, his purposes of dealing justly and generously by his, perhaps, promising children, strengthened by occasionally seeing and hearing them mixed up with their classes in school? Some of our parents, in every section of the town, have been faithful in the respect we are considering. We wish all others might catch the infection of their good example. In all our districts, in the respect under notice, we thought we observed an improvement over former years. May it go on increasing.

Selection and Employment of Teachers.—This is a duty performed often, we fear, in too careless and indifferent a way; put off sometimes to the last moment, and the selection made more on considerations of personal favor or private interest than of public advantage. If a man should ever have a conscience, it should be in the exercise of his functions as prudential committee for a school. Negligence here may result in throwing away a considerable amount of public money, and worse than wasting months of schooling. How much has been written on this subject,—how much entreaty and remonstrance expended on it! Is it all like water spilled upon a rock? No need to waste ink on the subject now. Our school documents, from all sources, treat it often and forcibly. We only wish once more to add our emphatic *Amen*, to what has so frequently been said before.

School Committee.—RICHARD S. EDES, KILBURN HOLT, HENRY T. FRENCH.

BOYLSTON.

Classification in Schools.—A teacher has something more to do in school than to ask questions and receive answers. A most important duty, and one sadly neglected, is to instruct her scholars in their several studies. This we are to suppose her capable of doing, if she be fit for the school-room at all: but to do this requires time, and time she cannot have if the number of classes be so great as to occupy her six hours in mere recitation. To give her time, the number of classes should be reduced as low as possible. We are confident that little instruction is imparted in our schools by reason of the number of classes to be heard daily by the teacher. It is clear that if the teacher should have but half as many classes as at present, she could devote twice as much time to each class; half of it, as at present, in hearing their recitations, and half of it in explaining, illustrating, demonstrating, whatever needs it, in order to be thoroughly understood by all in the class.

We have heard the remark made, that teachers years ago found time to hear the small children read and spell four times a day. The reason of this difference lies in the increased number of classes, arising from the introduction of serial text-books. We have a series of five readers, a series of four geographies, of four arithmetics; making now thirteen classes in these three studies, whereas it is probable that there were not half so many in the olden time of blessed memory. Of course where there are so many separate classes to be heard, the little folk must suffer neglect.

We beg the considerate attention of parents to this matter. While we never expect to see our schools classified as they should be, and the highest possible amount of instruction imparted to our scholars, still something may be done in this direction by parents and teachers. No class, with rare exceptions, should be composed of a single pupil; for no scholar has a claim to that time of the teacher which should be devoted to a class of half a dozen. He can find a suitable place either in the class above or below him. We are convinced that the good of our schools demands that the number of text-books be reduced as low as possible, that the number of classes be reduced by excluding some from school hours, and by combining others into one, and also that higher studies be thrust into the corner, and the fundamental branches brought out into the position which they were designed to occupy in the Common Schools of this State. If parents would co-operate in this endeavor, much more satisfactory results may be obtained in our schools for the same money.

Interests of Teachers and Parents One.—By means of our schools, parents and all true teachers aim at the same noble endeavor of cultivating the rising generation in mind and heart. It is the interest of both classes alike that this cultivation be as thorough and rapid as possible, and for this end that the best order in the school-room be secured, that the best books

be used, that the school be classified, that much instruction be imparted, that every study be mastered in its proper time and order, and that good behavior be required of all. The interests then of teachers and parents are the same; and it should seem that sympathy and co-operation ought to exist between them; but, alas! it is not always so. Parents are too apt to look upon the work of the teacher with a critical rather than a sympathetic eye; to speak words of reproach rather than words of encouragement; to act upon some evil report, rather than ascertain at the outset the true facts in the case. We would rejoice to think that our districts were faultless here; but we fear that in more than one instance both teacher and school have suffered from this cause. Your committee can neither hire teachers, nor warrant them after they are hired; we can impose no tests, except those which relate to moral character and literary acquirements. This fact should make agents more careful in their selection of teachers; but it should not lead parents to stand aloof, like idle spectators at a race, from any teacher placed in the school-room, to see which shall win, teacher or scholars. On the contrary, prompted by the interests common to themselves and teacher, they ought from the first day of school to throw the weight of their combined influence into hearty and sympathetic support of the teacher till she proves herself, when thus sustained, wholly incompetent to the work of the school-room. Were this always done by parents, few teachers would languish out a term to little profit.

Conclusion.—The only legacy which poor men can leave their children, is a good name and a Common School education; and the price of these is indeed above rubies. The spectacle witnessed day before yesterday in our National Capitol, speaks to the hearts of the poor. From among a people distinguished for their general intelligence above the proudest nations of Europe, there have been selected for our highest offices two men of humble origin, enjoying not even the advantages of a Common School education, but worthy to stand before kings. By diligence in study at the fireside, they have raised themselves to this proud eminence. What lover of equal rights can resist a shout of applause? What American can feel ashamed of his country, when among the poorest of her citizens men can be found to guide her, equal in wisdom to the most gifted rulers of the earth? What parent, however lowly, can help pointing to that spectacle and saying, "See, my children, the way is open for you to ascend and sit with those whom the world delights to honor?" and what boy so stupid as not to feel an impulse to do for himself, aided by the privileges which he enjoys, what Abraham Lincoln and Andrew Johnson, unaided, have done for themselves? to make himself, as they have made themselves, an ornament of the race and a blessing to the world?

School Committee.—A. H. ROSS, A. W. ANDREWS, W. H. PERRY.

CHARLTON.

A noticeable feature in this report will be the omission of the customary criticisms of the separate schools and teachers. In our judgment, the custom is one of very doubtful utility, to say the least. Any information that such reports might convey, can easily and much more satisfactorily be obtained from the committee, and will always be gladly imparted by them. We do not consider the town report a proper place for the indulgence of sharp and often unmerited criticisms. While on the other hand, the unstinted flattery also too often bestowed, seems in quite as bad taste.

Prudential committees continue to be allowed to hire teachers. This power is put into their hands from a mistaken idea of its being a more democratic way of doing business. Now, no town committee, that have any thought of attending to their own comfort or convenience, would desire the task of securing teachers; but, in our opinion, it is a task that belongs especially to them. They are acquainted with the relative wants of each school, and each school would have a teacher as nearly as possible best suited to its needs. They would not be apt to put an inexperienced person, however good his education might be, in charge of a school that required all the tact and judgment possessed by a teacher of long tried and approved ability. Prudential committees are not, however, debarred from the privilege of consulting with the town committee. In one district in town, your committee were consulted, and their advice taken. The result was, that the school, if not made the best in town, certainly showed the most decided improvement of any, and gave the committee the greatest satisfaction.

We would suggest to prudential committees that they are not necessarily confined to the duty of hiring teachers, furnishing wood, etc. They *may* and should be interested in the success of their schools; and may *show* their interest in such a manner as will be certainly profitable to the schools, and perhaps not unprofitable to themselves. In one district the prudential committee took a deep interest in the progress of the school, and, besides visiting it at different times, offered a number of prizes for good spelling. The spelling classes in this school were among the very best in town.

School Committee.—GEO. H. TAFT, L. E. CAPEN, JOHN HAVEN.

CLINTON.

Reading, spelling and writing are the most important elementary branches of education, both as regards their intrinsic value and the aid which they furnish in the acquisition of other branches of knowledge. If these are well taught, the foundations of an education are laid deep and strong, and the necessary means secured to make other branches of knowledge available. If these are neglected, the most useful portions of school

education are thrown away, the acquisition of other branches is rendered more difficult, and the attainment of a finished education becomes an impossibility. No other knowledge can supply the place of these branches. The tendency of the age is to neglect these old-fashioned elements as the "fossils" of a "by-gone age," and to devote the strength of the young mind to the acquisition of a smattering of the multitude of sciences of modern times. We fear that this vicious tendency of the age has affected our schools; we observe that while we have extended our course of education in classical and scientific knowledge very considerably, within a few years, our scholars do not leave school as good readers as they formerly did. Bad spelling and poor writing are subjects of very frequent complaint in our schools, and with persons of an older growth, and not much to the credit of either class of individuals. Less interest is probably taken in the Grammar School in reading and writing, than in any other of its regular exercises, a fact we cannot account for, unless, possibly, these branches may have less prominence at the public examinations. The committee certainly have not undervalued these branches, nor consented to any neglect of them. Writing undoubtedly can be better taught by one who makes that branch his specialty; but such instruction does not come within the provisions of our system—yet with the means of instruction provided in our schools, we cannot but think that if teachers would devote themselves with the same interest to this exercise with which they prosecute other favorite branches, writing would be esteemed among the most favored parts of school instruction.

The practice of removing scholars temporarily from the schools, before the completion of their contemplated course of education, still continues, and has proved not less detrimental to all departments during the past year than heretofore. This subject was discussed in our last report and we refer to it only because of its extreme importance and our desire that the considerations there presented should not pass out of mind. Pupils, in a few instances, have left school in term time to make long visits out of town, to their own injury and the derangement of the classes with which they were connected. The school regulations permit such absence, when, had the pupil remained in town and been absent for any cause except sickness, to the extent of ten days, a re-admission from the committee would have been required. We regard the former practice of as frequent occurrence, as injurious to the welfare of the schools, and more inexcusable, than the latter, and would recommend such alterations of the school regulations as to make both cases equally a forfeiture of school membership.

School Committee.—JOHN T. DAME, CHARLES M. BOWERS, WILLIAM CUSHING, JOSHUA THISSELL, C. F. W. PARKHURST, ENEAS MORGAN.

DANA.

The state of discipline in our schools during the past year has not been perfect, but, upon the whole, it has been quite as good as in former years. Your committee think it would have been still better if all the parents had more warmly sustained the teachers in their efforts to subjugate refractory scholars. But it is too often the case that parents, unintentionally to be sure, through misguided affection, counteract the otherwise salutary corrections inflicted upon their children by teachers. Such parents seem to think that it is a fearful thing for their children to be visited with corporal punishment. They forget what divine inspiration says on that subject: "He that spareth his rod hateth his son, but he that loveth him chasteneth him betimes. Withhold not correction from the child, for if thou beatest him with the rod he shall not die. Thou *shalt* beat him with the rod and shalt deliver his soul from hell." These remarks are not made to encourage teachers in the indiscriminate use of the rod, although your committee *do* believe in the infliction of physical chastisement when all other measures have failed to subdue incorrigible scholars. Nevertheless it is very desirable that discipline should be maintained by moral means, by a strong appeal being made to the higher motives, such as the desire of knowledge, of esteem, of excellence, a sense of justice, of honor, and the power of sympathy, of gratitude and love. But if the stubborn child will yield to nothing but the rod, then let it be applied until he is brought to submission. This is our doctrine, and we think that we speak according to the oracles of God, and let all the parents say, AMEN.

However, it should be observed, that to discipline a school well, to secure prompt and cheerful obedience, patient application to study, and at the same time to command the respect and affection of the pupils, requires a happy combination of talents in the teacher. Close observation on this point will show that those best skilled in this important art are such as possess self-control, equanimity, patience, firmness, gentleness, good manners, freedom from partiality, love of order, cheerfulness, a pleasant but commanding voice, a large and noble heart, which manifests itself in corresponding deeds.

Superintending Committee.—WM. LEONARD, DANIEL STONE, MARSHALL LINDSEY.

DOUGLAS.

It should never be forgotten that the design and aim of the Common School system of the Old Bay State is to give to all the children within her borders such an education as will fit them for all the ordinary duties and responsibilities of good citizens. We emphasize the word *all*, in order to call attention to the fact that all the children of Douglas are not

getting this education, at least in our Common Schools. It will be seen by the statistics which we have given, that out of the 388 children in town between the ages of five and fifteen years, only 337 have attended school at all in the summer, and only 362 in the winter. That is, only about 85 out of every 100 children between those ages attend school in the summer, and a little over 90 in the winter, while the average attendance is only about 80 per cent. There are, then, from ten to fifteen children out of every one hundred in town, growing up without an education; for it is safe to infer that children in this town who do not attend the Public Schools do not, as a general thing, attend school elsewhere. This evil is no greater this year than in the past, as the statistics of former years will prove. This great evil, no doubt, results from several causes. Indifference on the part of many parents, who, in too many instances, are themselves destitute of much education, and do not feel the importance of it in their children, is one great cause. But the chief cause of so many children not attending school regularly is to be found, no doubt, in the ill accommodations which exist in some of the districts. There are schools enough in town for the accommodation of all the children, but the town is so divided into districts that all the children are not accommodated. There are ten schools, and less than four hundred children between the ages of five and fifteen years. Divided equally, each school would number less than forty, which is just about the right number for a profitable school. Divided as they are, some of the schools number from nine to twenty, and others from eighty to one hundred scholars. The result is, that one-half the schools in town are too small to be profitable, while the other half are too large to be profitable. Most of those who do not attend school are found in those districts where the schools are large.

The committee have called attention to these facts in relation to our schools, hoping that the people of Douglas would devise some means to remove the evils mentioned, and extend the benefits of our schools to those who are now in a measure deprived of them.

School Committee.—CHARLES G. KEYES, A. M. HILL, JAMES H. DUDLEY.

FITCHBURG.

Grammar Schools.—These each contain four classes, and therefore in the two in which an assistant is employed, each class may spend one-half of the school hours in recitations. There is opportunity for thorough drill. The result of such drill is apparent in most of the scholars. It is our impression that a large share of attention ought to be paid in these schools to reading, and spelling and the proper use of the English language. One not accustomed to seeing the papers presented by children at a written examination would be appalled on inspecting such papers at the numerous

mistakes in spelling, punctuation, and the use of capitals, and at the constant violation of the laws of language. This is not because the teachers have neglected to call attention to these things. The scholars have had spelling lessons, and have learned what their text-books teach respecting the use of punctuation marks and capital letters, and have studied grammar. But it is one thing to recite a lesson, and another to know it so thoroughly as never to forget it. It is one thing to learn a lesson without thinking what it means, and another to be able under all circumstances to apply the lesson in the practice of life. Thoroughly to learn what the book is designed to teach requires that the lesson be applied at once and many times. It is only by the most diligent and constant and laborious drilling that children can become accustomed to use readily and correctly the knowledge they have acquired. We would earnestly suggest that more attention to these fundamental elements of a good education be given by all the teachers, even if such attention requires less advancement in the difficult parts of arithmetic. Let as much attractiveness as possible be given to the reading and spelling exercises. Let every scholar in the Grammar Schools be constantly called to put sentences on paper and on the slate, until the habit is formed of writing correctly.

Regulations for the High and Grammar Schools.—1. There shall be four classes in each Grammar School, a new class to be formed once a year at the beginning of the spring term.

2. All the classes in the Grammar Schools must attend regularly to reading, spelling, writing and arithmetic; the second, third and fourth classes to geography; the first and second to grammar; and the first to history.

The principal shall have power, however, on application of a scholar's parent or guardian, to excuse such scholar from any one of the studies prescribed for his class.

3. The members of the High School shall be arranged in three divisions, according to their attainments.

4. Each teacher shall keep a faithful record of the attendance, conduct and recitations of every scholar under his or her direct supervision; and once a month the members of each class or division shall be ranked according to their attainments as indicated by this record, and their seats in the school-room shall be determined by their rank.

5. Any scholar who has been absent, and cannot procure for the teacher a certificate or personal assurance from his or her parent or guardian that he or she has been detained from school by proper authority, shall be deemed a truant.

6. An absence at the close of the term is not to be excused from the above requirement; and a scholar absent from an examination of his or

her class at the close of the term, forfeits membership in the school, and can be re-admitted only on application to the committee.

7. Any scholar not in the school-room at the hour appointed for the opening of the school, who shall afterwards enter, shall be considered late.

8. No scholar shall be dismissed before the close of the school, except on presenting a written request for dismissal, from his or her parent or guardian, or being called for by the parent or guardian in person, or in case of obvious necessity.

9. It shall be the duty of the teachers to open the school-rooms at least fifteen minutes before the hour appointed for the exercises to begin; and no scholar shall be allowed to be in any of the rooms at any time when no one of the teachers is there, except with the special permission of the principal.

10. It shall be deemed a violation of good order, if during recess, or before or after school, scholars converse in the school-room above a whisper, or make any unnecessary noise.

11. It is particularly enjoined on the scholars not to engage in boisterous sports, or make any unnecessary noise near the building.

12. If any scholars are obliged to spend the interval between the morning and afternoon sessions at the school-house, they shall be restricted to such parts of the building, and under such regulations, as the committee and teachers may prescribe.

13. The school exercises shall continue six hours each day on which school is kept; but there shall be no exercises on Saturdays, nor on the 22d of February, nor on the day of the annual town meeting, nor on Fast Day, nor on Christmas.

School Committee.—KENDALL BROOKS, C. H. B. SNOW, ALFRED MILLER.

GARDNER.

Prudential Committees.—We wish to bear our cheerful testimony to the cordial coöperation, the interest manifested, and the personal efforts made by the prudential committees throughout the town during the year past, to secure the success of their various schools. So long as the town authorizes them to select and contract with the teachers, the office is an important and responsible one; for upon the wise and judicious selection, not only of good teachers, but of teachers adapted to the peculiar wants of the several schools, depends in a great measure the success of the schools. In some districts the office of prudential committee has to “go a begging.” We have known an instance in this town where almost every individual present at a district meeting was chosen to that office, and “positively declined,” and then a person not present was chosen; and he, when informed of it, we suppose, accepted the trust as a kind of infliction of a necessary evil,

which must be gone through with the same as the chicken-pox or the measles.

The question is frequently asked at the district meeting, "Whose turn is it this year?" Now, we believe that the importance of the trust demands that the man best qualified to discharge the duties of the office should be elected, without regard to "turn," and paid a reasonable compensation for his services. Then let him study the character, and inform himself in regard to the peculiar wants of the school, and if possible secure such a teacher as its wants require, regardless of who wants it. If you have to engage a teacher for a Primary School, do not fall into the too common but injurious error, that any girl with a fair knowledge of the rudiments of English education is qualified to teach that school because it is composed of little scholars. No person without a well disciplined mind and heart,—a good knowledge of human nature, and a keen insight into child-nature, combined with an "aptness to teach," ought ever to be placed in charge of a Primary School. A little error inculcated in the mind of a child may serve as a stumbling-block to all his future progress.

It is always harder to unlearn or correct what has been learned wrong, than with right instruction to acquire a correct information at first. But the most important instruction to be given here is not book knowledge. It is the instruction of the temper and behavior, the giving turn, and direction, and impulse to the opening mind. If, in a material structure, the nearer the foundation the more important that the work should be done well, how infinitely more important it is in laying the foundations of education and character for a young immortal mind. In the tender years of childhood impressions are easily made, as in the soft and yielding clay; but they soon harden into character, and give shape and coloring to the whole after life.

"A dew-drop on the infant plant
Hath warped the giant oak forever."

School Committee.—J. M. MOORE, J. D. EDGELL, C. K. WOOD.

GRAFTON.

To mention another thing which we think he ought to possess, we say that a teacher, especially a teacher of American children, ought to be a sincere lover of his country. He ought to love it not from any mere spirit of selfishness, but because there is something in it worthy to love and worthy to preserve; because it is the outgrowth of a mighty struggle between an oppressed people and their oppressors; because it is the last rich fruit of ages upon ages of trial, experience and suffering among the nations of the past; and yet more, because it has cost in our own day, such a vast expenditure of precious treasure, and yet more precious life, to maintain it against the

aggressions of armed rebels ; and because, as the result of these heavy sacrifices, we hope in the future to have the freest, noblest, best country in the wide world.

But whether it is to be so or not, will depend in a great degree upon the teachers of our youth. To them is committed the sacred trust of watching over the life and destiny of our country. It is for them to unfold to the children its history, the nature of its government, the responsibilities and duties of its citizens, and the grandeur of that mission to which it is called in the orderings of Divine Providence, and thus to aid in fitting those children for the intelligent discharge of their duties as the future sovereigns of the Republic.

This is a great work, and to be prepared for it the teacher should feel that he is a citizen of no mean country, but of one deserving of his warmest love and most patriotic services. He should feel, and teach his pupils to feel, that it is a high honor to be an American citizen, and to live at such a period as this, when his country, emerging from the smoke and din of a tremendous war, is casting off the chains that bound it, wiping from its starry banner the blackest spot that ever defaced it, and preparing to ascend the most daring heights of human hope and accomplish the sublimest destiny to which the God of nations ever called any people.

The conception of the magnitude of his work which forces itself upon the intelligent teacher, in view of the foregoing considerations, is deepened by his conviction of his accountableness to God for the manner in which he performs his duty.

And this is another and the last trait which we will mention in the character of a good teacher. The idea that a person should be intrusted with the education of children who has no fear of God before his eyes, no respect for the Christian religion, no faith in a future life and its retributions, is abhorrent to our feelings. It is impossible that such a person should have any adequate view of the greatness of his work, of the obligations it involves, of the duties it imposes. To some extent the teacher must feel his dependence on that wisdom which He "who giveth liberally to all" imparts, and on that strength which comes from faith in his inspired word, the teachings of his spirit and the guidings of his Providence. Feeling this he will realize that, for his fidelity in the discharge of his duties to the children committed to his care, he is responsible, not only to their earthly parents, but to their Heavenly Father who "wills not that one of these little ones should perish." And this feeling of accountability to "the Judge of all" will be a powerful incentive to the faithful discharge of the trust committed to him.

School Committee.—THOMAS C. BISCOE, WILLIAM MILLER, GILBERT ROBBINS.

HARDWICK.

Our schools were not in session as long, the past, as in some previous years, on account of the advance in teachers' wages, the price of board and other necessary expenses. As the amount of money raised for the support of schools remained the same, this reduction in the length of the terms became unavoidable, with this increase of the necessary expenses. In some districts Private Schools have been maintained for a few weeks. If the town will raise two thousand dollars annually for our schools, we can then have three terms a year of sufficient length to render them profitable. The necessities of the children and youth in this town imperatively demand longer terms of instruction in our schools than were enjoyed the past year. To secure this, we need larger appropriations of money. There is an urgent necessity for this. Unless a larger amount of money is raised to sustain our educational interests, we can have but two terms of instruction a year in our Public Schools. Two thousand dollars will probably continue our schools thirty-two weeks during the year. Our educational interests imperiously demand the raising of this amount of money to sustain them. It is poor economy in a town to curtail the advantages of a Common School education. It is more unwise to dwarf the intellect than it would be the stature of the young—to cramp their mental energies, than their physical powers. The town has no higher interest to secure, than the intellectual and moral training of the young. On this rests the future material prosperity of the people. If we desire to advance the best interests of the community, increase the influence and elevate the standing of the town in the Commonwealth, and lay a firm and enduring foundation for its prosperity, we must make more earnest and vigorous efforts to promote our educational interests. They demand our fostering care, diligent and persevering attention and most earnest efforts. The great interest of the town consists in the intellectual and moral elevation of the people. In accomplishing this, how great is the power of correct and efficient Common School instruction! How largely has this contributed to the position, intelligence, influence and moral power of this honored Commonwealth! It has been a bright jewel in her crown. Massachusetts, where the first Free School system was established, whose citizens have ever taken the lead in the cause of freedom, humanity and education, has been blessed in her fostering care so freely bestowed on her Common Schools. Let not the material interests of the town drive into the back ground our Public Schools. This opportunity to promote the intelligence and improve the moral character, of those now in our schools, of such priceless value to them, should not be neglected. If the town would appropriate money for a select school of a higher grade than our district schools for some three months in a year, it would be of great advantage to our youth. Such an

opportunity for mental discipline and the acquisition of knowledge, some will never enjoy, unless such a school be maintained here. The community would feel its influence. It would elevate the standard of instruction in our Common Schools. It will amply repay all the expense. The town will lose nothing by the investment.

Your committee would remark briefly upon the influence of home training upon the success of our Public Schools. The home training of a child is of the highest importance in preparing him for an obedient and successful scholar. What more favorable place than home, for giving a right direction to the mind, and laying a good foundation for the future character of the child? Is not the family the nursery of virtue, moral principle and excellence of character? If children are here trained to be truthful, obedient to parental authority, respectful to their superiors, civil, kind, courteous in their treatment of others, honest, industrious and faithful in every duty, will it not have a powerful influence over their deportment and success in school? If they are here taught to reverence God, to respect the rights of others, to cherish a proper self-respect, to aspire to an honorable course of conduct, and to govern themselves, will not this training have an influence upon their whole future life? Will not an influence go forth from such family training that will render our schools more prosperous and prepare the young for patriotic and useful citizens? Will not such families prove fountains from which refreshing streams will flow forth to bless the nation? Let the family training be what it should be, and its influence will be felt in our schools—will be visible in the conduct of persons as citizens and in all the other relations of life. In such homes, those affections will be fostered, that character developed, that grace of manner, mental and moral cultivation secured, which prepares for success and usefulness in the world. Here commences those habits that have a permanent control over man in his future course. Home influence must be what Providence has designed it, in order that human character and society may attain to their highest state of perfection on earth. Your children will reflect the influence of home instruction and discipline in the school—in all the relations and duties of life—in all the scenes in which they will ever mingle. Let parents ever remember how much the character, respectability, success and usefulness of their children depend on home influences.

School Committee.—MARTYN TUPPER, SAMUEL S. DENNIS, BENJAMIN F. PAIGE.

HOLDEN.

Length of Schools.—The schools have generally been shorter the past year than for several of the preceding years. This has been the result of an express vote of the town, which was that neither term should exceed ten weeks. At the risk of incurring, perhaps, some censure, your commit-

tee feel constrained, as the constituted guardians of the schools, to give some reasons why they regard this instruction of the town an unwise measure. In their judgment, this effort at municipal economy has struck the interest of the town in its most vital part. If there had been a curtailment of expenses in almost any other direction the injury would not have been so great. A false impression, as your committee believe, is somewhat prevalent, that a term of twelve weeks is too long for the good of a school; that the scholars become weary and are apt to leave the school before it closes. In most of the highest and best regulated schools of the country the terms are at least thirteen or fourteen weeks long, and the last weeks are considered the most profitable. This is the conclusion to which our most experienced teachers are brought by long and careful observation. Besides our registers show that the average attendance in schools of twelve weeks is quite as great as in those of a shorter period, which is evidence that there is no diminution of numbers on account of the length of a term of twelve weeks.

There is another consideration which has great weight with your committee. The law of the State requires that Public Schools shall be in operation at least six months each year. The shortening of the schools the past year has therefore been a direct violation of an express and clear statute, to which is attached a heavy pecuniary penalty. No unimportant item in school education is to inculcate the virtue of obedience to lawful authority, and is there no danger of giving our children a vitiated moral bias by deliberately voting a measure in town meeting which is in direct conflict with a plain law of the State? It is bad enough to inconsiderately violate a wholesome law, but is it not much worse deliberately and by express vote and record to affirm that we will disregard a virtuous statute of our legally constituted rulers? Your committee earnestly ask the town to weigh carefully the moral influence and results of such action.

Thoroughness in Rudimental Education.—Parents are often exceedingly unwise in desiring and even demanding that their children should be hastened along over the course more rapidly than is for their profit. In the more systematic and steady arrangement of school interests in cities and larger towns, this tendency can be pretty effectually controlled. But in smaller places, in which the same influence cannot well be exerted, this evil is often quite serious. Some teachers have little discretion in respect to what the individual scholars can profitably study, and others have as little independence in executing according to their judgments, and then there come messages from parents in relation to the books and studies and classes in which they wish to have their children instructed. Generally the complaint is that they are kept back too much. Their reader and arithmetic and geography are not sufficiently advanced. Somebody's child has got ahead of theirs, and that will not do, and the teacher is pretty

peremptorily informed that their children must recite from another book and with another class, and go up higher in the scale of studies. Now while teachers are instructed by the committee not to comply with such directions, and while it is the endeavor so to grade scholars in respect to studies and classes as to secure their highest good, the unwise parental interference is productive of great evil. In many cases the result is, that scholars use books, and are allowed to pursue those studies, to which their age and capacities are wholly unfitted, and consequently they learn very little, and never have a good elementary education. If parents would practise wisdom in regard to their children's education, let them insist—at least let them be willing—that they should study such lessons, however rudimental, and use such books, however low in the series, as are adapted to their capacities. And if other children, either from better advantages or from a higher order of intellect, acquire knowledge more rapidly, let them not pretend that their children are just as smart by trying to crowd them along just as fast.

School Committee.—WILLIAM P. PAINE, J. H. GLEASON, SAMUEL WARREN.

HUBBARDSTON.

Morals and Manners.—Is there not more attention paid to the education of the children in matters purely intellectual than in those of a moral and social character? Which are the most important for our welfare and happiness as a community, as a nation? That arch-traitor, who has stood at the head of the so-called Southern Confederacy, is a talented man; some of his compatriots are men eminently qualified in regard to intellectual attainments for great usefulness; but what can we say of them as men of principle? "That they neither fear God nor regard man;"—selfish, unprincipled tyrants, deserving a worse punishment, if possible, than was visited upon Cain. To be sure, we have our Sabbath schools for the instruction of our children in things of a moral and religious nature; but is there not an imperative necessity for great care and watchfulness, on the part of teachers as well as parents, in regard to the use of vulgar, obscene and profane expressions, which exercise such a corrupting, pernicious and baneful influence upon the mind and moral affections?

And then again, are we sufficiently vigilant in regard to the manners and deportment of our children? You may say these qualifications are of no importance; but the assertion is not true. Will not that young man who is trained to be respectable, courteous, kind, obliging, always manifesting a nice sense of propriety, and a refinement of taste which carries prepossession with it, be more likely to gain friends, and be more successful in business, than one who is rude, coarse, disrespectful, possessed of no

just perceptions of propriety, and no disposition to please or oblige others, unless it is entirely convenient? We are not the advocate of a stiff, affected mannerism, but of that respect and civility which arise from a proper appreciation of ourselves and a just estimate of others.

School Discipline.—Matters pertaining to the discipline of our schools are too much neglected. They are, as we believe, very important. There certainly has been for the past few years, if indeed there is not at the present time, a growing laxity and indifference, an increasing opposition to the exercise of wholesome restraints; a prevailing disrespect for law, not only among the young, but also among those who are older; and we have had, during the past four years, multiplied evidence of the direful effects produced by cherishing—or, if you please, allowing—this spirit of unrestrained indulgence. Says a popular writer: “Every male person above the age of twenty-one claims to be a sovereign; he is therefore bound to be a gentleman.” And we can add, very many of our lads and young men who are not twenty-one, and perhaps not sixteen, are disposed to be petty sovereigns; and parents and teachers are too much disposed to accord them the privilege, while no effort is made by them to act the part of little gentlemen. Children ought to feel the restraints imposed by all proper rules and regulations, emanating from those who have a right to control and govern.

We think it is the prerogative of parents and teachers to require implicit obedience to those rules and precepts which are just and proper. The injunction of holy writ is, “Children, obey your parents in all things;” and those who are called upon to exercise authority will do well to heed the truth directed to them, “Fathers, provoke not your children to anger,” by unreasonable demands upon them, by the exercise of a haughty, oppressive, intolerant spirit, or by a manifestation of passion, or feelings of revenge.

We are not the advocates of harsh or severe measures until all other means have been exhausted. We believe frequent appeals should be made to the pupils’ sense of justice; believe they should be enlightened and instructed in regard to right and wrong, and encouraged to do right and avoid the wrong; and yet it is a duty we owe ourselves and posterity to check this growing disregard of law and contempt for authority, the natural results of which it requires no prophetic eye to see will be disastrous to our republican institutions. These are the seeds of rebellion, which, if left to germinate, will produce bitter fruits.

School Committee.—HORACE UNDERWOOD, ABEL HOWE, WM. S. GREENWOOD.

LEICESTER.

Reading.—Although the importance of a scientific method of teaching reading has often been urged by the committee, and suggestions adapted to secure it have been frequently given in their reports, as well as elsewhere, there is still a great deficiency in this important and interesting department of education. The reading exercise in many schools consists simply in going through with the given lesson without any suggestions, and without any real effort on the part of the teacher to secure correctness of enunciation or of expression. It is a mere routine, and improves the pupil's style of reading very little, if at all. It is by careful, correct and persevering drilling alone that classes can be trained to become good readers. The vocal organs are susceptible of wonderful cultivation, and they are committed to the teacher in their plastic state, when they may be most easily and effectively developed. With right and faithful instruction, most of our children might become not only correct, but beautiful readers.

1. We wish teachers, in the first place, to give their schools careful practice in enunciating the vowel and consonant sounds, together with various syllabic combinations, such as are found in the introductory exercises of the reading-books. These should every day be repeated by the school in concert, and in a distinct, clear, full and melodious tone of voice. The exercise may be varied so as to become not only interesting, but an excellent vocal training. The sounds may be given in different keys, with different inflections and different degrees of force, and with the different varieties of stress. By such practice the voice is strengthened and rendered flexible, and the pupil acquires the habit of correct utterance, so as unconsciously to read distinctly.

2. We wish teachers, secondly, to make the reading exercise a careful and thorough drill. Let them select some lesson adapted to the capacities and wants of the class, and which is mostly of study, and practise it until it is correctly and expressively read. Let its meaning be clearly understood, its force comprehended, its beauties appreciated, and let all be expressed in the tones, modulations and inflections of the voice. Reading, thus taught, is not a mere vocal exercise; it is also the cultivation of the intellect, the taste, the feelings.

3. It is desirable, thirdly, that in addition to the special drill on selected exercises, classes should read lessons with which they are less familiar, that they may acquire the habit of ready reading. The severe and careful drill, and the more cursory reading, must be carried on together, in order to secure the two excellences of a good reader—correctness and naturalness.

We need hardly remark that the teacher must study and appreciate the reading exercise before he can train his class aright, and that he must

himself be able to give an example of good reading for the imitation of his scholars.

Coöperation with Teachers.—When teachers have been engaged, and have entered upon their work, they should, so far as is possible, be sustained by the sympathy and coöperation of parents and the public. When dissatisfied persons, by severe criticisms and disparaging remarks, attempt to undermine a teacher's influence and reputation, or, without intending it, pursue a course which is adapted to produce such a result, they little comprehend the mischief they occasion. It is not right that an upright and conscientious young lady or gentleman who undertakes to teach should become a target for a whole neighborhood to shoot at. Reputation is too valuable a treasure to be thus lightly assailed. But such a course is a still greater injury to the school itself. It interferes with its discipline. It renders greater severity necessary in its control, and not infrequently ruins a school that might otherwise be tolerably successful. A real interest in a school will prompt its friends to a very different course, and especially will prevent the folly and wrong of injuring the children themselves by speaking in their presence against the teacher. It does not follow, because a teacher may have been unwise at first, or at first may have failed to interest a school, that he may not eventually retrieve the error, and become an excellent teacher. If a wise and considerate course is pursued with him, he may yet make the term a success. There have been repeated instances of this kind. But if he must contend with the opposition of a whole district, and especially if prejudice has predestined him to a failure at the outset, it requires more than ordinary power to conquer.

If there are defects in the school, or if dissatisfaction exists, the committee should be at once informed. If the teacher fails entirely, they have the power to remove him before the mischief becomes serious. In most cases, however, suggestions and help will remedy in a great measure the evil, and the school may be tolerably if not entirely successful. It is the duty of every individual who is dissatisfied to enter his complaints to the committee, instead of trumpeting them abroad, to the injury of the teacher and the ruin of the school. It may be done confidentially, and the committee can then judge for themselves upon actual observation or inquiry.

School Committee.—J. N. MURDOCK, N. B. COOKE, A. H. COOLIDGE.

LUNENBURG.

Most of our small schools require a large number of classes; frequently only one or two scholars composing each class. Now it is plain that it requires just as much time for a teacher to instruct a class of one, as it does a class of ten; so that a teacher having before her a class of ten scholars is accomplishing ten times as much labor as the teacher

that has but one; and it is much more easy to secure the interest and attention of a large class than of a class composed of an individual scholar. All competent teachers confirm this fact. It is an old maxim that we learn one of another, from youth, through manhood, to old age. Again, we suffer materially from school buildings being unfit edifices for children and youth to receive instruction in; one of which has already been abandoned and set aside, and others are in nearly as bad condition. It is a very common saying that old, dilapidated, and ill-constructed houses and barns are by no means indications of thrift or economy in the owners; may not the same be said of many of our "so-called" school-houses in this town?

An elegant school building, properly located, with sufficient play-grounds and shade trees, is in itself an educator, as it serves to cultivate the mind and taste of youth. We think too little of objects in the midst of which children are situated. Every object in nature conveyed to the senses of children, serves to educate to a greater or less extent. If any doubt this, we need only ask, Who would be willing to have a child live and grow up in the midst of filth and revolting sights, or of coarse and obscene conversation?

From what has been said, it is hoped that the inhabitants of this town will "take measures to do something" in relation to new districting, that we may have school buildings more adapted to health and comfort.

School Committee.—EPHRAIM GRAHAM, C. A. GOODRICH, F. M. MARSTON.

MENDON.

Declamation is especially useful as an aid in learning to read well. It is believed that generally too many pieces for profit are read.

There is little advance made except in pronunciation, by hearing a class read a large book through in a single term. Better that a scholar learn to read or recite a few extracts well, pronouncing every word and letter distinctly and correctly, and, above all, understanding every sentence and word he reads, than that he pass over never so much of his reader half understood, and of course with a failure, more or less complete, to express to a listener the author's idea.

Teachers should themselves study the reading lesson, and be able to tell their classes something of the author read, and the object for which the piece was written. When distinguished persons are mentioned, or places described, or scientific terms used in the reading lesson, the teacher should make all familiar and well understood before the lesson is left. If a piece cannot be fully comprehended, never let it be read.

Careful preparation alone can make ordinary reading exercises intelligible and interesting, but unhappily few teachers seem to think this

required, and as a matter of course the reading is exceedingly imperfect in most of the schools.

Parents, teachers, scholars and friends of the Public Schools ! We urge you to promote the interests of education at every needful sacrifice. With intelligent, well instructed children, a people is always safe, prosperous and happy. With children taught in the street, or the haunt of loafers, not only will a sword pierce through the souls of parents but the whole land will surely mourn, and at last, become utterly desolate.

In the light of the experience of the last four years, it will be strange indeed, if we do not devote more consideration than ever before to the training of the young. Educated as well as the common people of the North, the Southern populace would never have been led to attempt disunion and rebellion. Admitting this, as we all must, who can believe, what some of our citizens assert, that our people are so inconsistent as to pay the necessary cost of schools, and then dismiss all concern for them, or that they are regarded less in these days than they were thirty or forty years ago. Possibly the war may have temporarily diverted our attention, but it will only settle us more firmly in our determination to perpetuate and extend our free institutions, and no one of these is more fundamental or more cherished than the free school. There, in the future, new lessons are to be taught ; lessons peculiarly American. The youngest child shall there learn of the greatness and necessary unity of his country. No lesson, after that of love to God and man, laid down in the Bible, is to be deemed so important as the lesson of patriotism. No illustration of the consequences of ignorance and wickedness, is to be impressed so strongly upon the mind of every child as the history of the rise and miserable end of the great rebellion.

School Committee.—G. B. WILLIAMS, JOHN G. METCALF, DAVID ADAMS, DAVIS BILLS.

MILFORD.

Truancy.—Under the truant law of the Commonwealth, this board, on the 21st of November, 1864, submitted to the legal voters of Milford, a set of by-laws concerning truant children and absentees from school. These by-laws were adopted by the town, and duly approved by the judiciary of the State. In pursuance of one of their provisions, three truant officers were appointed by the board of selectmen. These officers, in case of violation of the statute against truancy, were authorized "to make complaint and carry into execution the sentence thereon." The penalty of such violation, is a fine not exceeding twenty dollars, or confinement in the Reform School of Worcester, for a term not exceeding two years. The law has exclusive reference to persons between the ages of seven and sixteen years,

belonging to any of the Public Schools of Milford. Any such person found "in school-hours, wandering about in or near any street, square, common, lane or by-way, or at any public place of resort or amusement, without sufficient excuse for this absence from school," is liable to arrest as a truant, and it is the duty of the proper officer or officers to make the arrest and see that the offender is dealt with according to the provisions of the law. For first offences, the officer may simply take the person so found to school, provided, that he "forthwith notify the parent or guardian of the child of his doings in the premises." But if the offence be repeated, and the offender give no signs of amendment, the more extreme pains and penalties of the law are in reserve, and it is the duty of the officer to take measures accordingly.

Truant officer, William P. Miller, reports that since arrangements were completed for enforcing this law, James Murphy and Martin Tracy have each been convicted of the offence of habitual truancy, and sent to the Reform School for the term of one year, at a cost to the town, for the two, of \$17.30. These are the only cases that have thus far been brought to the notice of the court. Thirty-three other cases however, have received attention, and with good results. In most of these instances, the absentees were simply sent back to their respective schools. In a very few, they were found to be at work. No charges were made for services, except in the cases of the two first named offenders.

Neither of the truant officers has submitted any report to the committee, for the reason, it is presumed, that no offences of the kind have fallen under their notice. Such reports are due the school board "annually, on or about the fifteenth day of February," in order that the substance of them may be communicated to the town at the March meeting.

We look for decidedly beneficial results from these new regulations concerning truancy. The evil, although very injuriously prevalent, has hitherto been beyond the reach of efficient treatment, without incurring an unreasonable amount of trouble and expense. Now, however, at trifling cost and upon short notice, incorrigible offenders may receive their deserts, and both they, and those who are in danger from their evil example, be benefited by the process. We hail the advent of such an agency, as an omen for good.

What our children need first and chiefly is education,—the thorough education of heart and of intellect; the discipline that will best and most systematically train and strengthen all the powers of their being. The foundation ought first to be laid broad and deep in their minds. The ability to think clearly and connectedly is especially important to them. A partial, one-sided culture will be followed by corresponding fruitage. Accomplishments that are showy and nothing more, impose, in the long run, upon very few. The outward graces of life, and the ability to dis-

charge its responsibilities in detail, will come in good time, if the more muscular work of education has first been well done. Mere knowledge may be acquired, but if that is all, it will, at best, make only a full man ; discipline alone can make a really strong one. And discipline is precisely what is secured by the thorough mastery of the very studies against which many are ready to pronounce such swift condemnation. The knotty problems of algebra and geometry may seem, at first blush, to have but little to do with the ordinary routine of daily life. But it is a shallow theory that admits this. Whatever promotes strength and vigor of intellect, and clearness of mental vision, must tend to promote one's practical efficiency, irrespective of the sphere in which he moves. Other things being equal, one makes a better farmer, a better mechanic, a better soldier, a better man in all respects, for having encountered and solved the tough questions that, to the young mind, bristle so forbiddingly along every well appointed course of study. And what is true of man, in this respect, is true also of woman. A broad and generous culture gives to her a grace and a power which had been impossible to her on any other condition.

Let us then, fellow-citizens, rise superior to all narrow views upon this mighty subject of education. Our schools were probably never in so hopeful a state as now. In their support the town has been growing increasingly liberal, from year to year. It is confidently believed that this will continue to be the case, and that the precious interests involved will, now and always, be fostered and cared for with jealous solicitude. So only can the calls of duty be adequately met.

School Committee.—JOSEPH RICKER, WINSLOW BATTLES, GEORGE HILL, H. H. BOWERS, GEO. G. PARKER, J. H. PUTNAM.

MILLBURY.

The exigences of the times have made it necessary to increase the pay of teachers ; but in consequence of the liberality of the town in the increased appropriation for the year, the length of the schools has not been shortened, nor the children deprived of any of the advantages of an education. On the contrary, these advantages have been largely augmented by the improved school-houses provided and furnished during the year.

At the last annual meeting the town voted : " That the school committee be requested to examine the school-houses of the town and report at an adjourned meeting what in their judgment is necessary to be done, that suitable school-house accommodations may be furnished to all the children within our limits."

The committee attended to the duty, and at the time appointed made their report, a part of which is as follows : " The action of the town in abolishing the district lines and bringing the whole territory into one school

district, involves the obligation to provide equal educational advantages for all the people. The present school-house accommodations we find to be very unequal. Only in two localities, Armory Village and the old Common, are the school-houses in their present arrangements and appurtenances, adequate for the purposes of instruction. Of the others, some need considerable repairing or remodelling, and some ought manifestly to be entirely superseded by new ones." Carefully prepared estimates of the expense involved by the proposed improvements in each particular case were submitted, the committee being aided in making them, by a practical carpenter and master builder. These estimates amounted in the aggregate, to nearly eleven thousand dollars. They included, however, only the probable expense of the buildings above the underpinning. This consideration, with the subsequent advance in the cost of labor and all building materials, accounts for the excess of the actual cost above the estimates.

The committee's report was accepted and adopted. Building committees in each locality were appointed to superintend the work. Subsequently, at a legal meeting, the town decided not to repair the old house on Park Hill, as recommended by the committee, but to build a new one near Greenwood mill. This action of the town added at least one thousand dollars to the outlay for school-houses. It is hardly necessary to remark that the new edifices, thoroughly equipped, the repairs upon the other houses, and the introduction of better school furniture into some of them, have awakened new interest in our schools, and added largely to their efficiency.

Mr. Northrop's Visit.—Soon after our schools were happily inaugurated in their new quarters, we were favored, very opportunely, with a visit from the Agent of the State Board of Education. The statutes of Massachusetts authorize the board to employ an agent, whose duty in part is to "visit the cities and towns of the Commonwealth, for the purpose of inquiring into the condition of the schools, conferring with teachers and committees, and lecturing upon subjects connected with education." Mr. N. gave us two public lectures—one on Sabbath evening—both of which were highly instructive and quickening. He visited several schools; and, besides, conducted half a day an institute for the benefit of teachers especially, but much to the edification of the High School scholars, committee, and other friends of education who were present. The fruits of this visit have already appeared in the improved condition of our schools; our teachers and the people generally cannot fail of obtaining lasting advantage from it.

The Elementary Branches.—Next to morals the most important studies in our schools are reading, spelling and writing. Under the last should be included the ability to write good English composition. It is the opinion of our best educators that these fundamental branches of education may be mastered before the age of thirteen. But owing to some defect in our sys-

tem of instruction, they are not generally mastered thus early, or ever, by the great majority of people. Painful evidence of this fact everywhere abounds. Men and women in respectable situations write letters which disgracefully reveal false grammar, bad spelling and worse punctuation. A professor in one of our colleges lately remarked, that the peculiar defects of the students under his charge relate to the primary branches. They cannot write good English, he avers, and they find it impossible to spell what they write correctly. Not long since a letter was shown us from a man educated at a New England college, and now a member of the school committee in one of the towns in this county, which revealed a lamentable ignorance of the spelling-book. At a late meeting of educators in the State of New York, a gentleman who has resided in Washington for several years past, referred in his remarks to the prevailing ignorance in the elements of an education, and affirmed "that of many applications for position under government sent to him from all parts of the North, no others were so wretchedly written or showed such ignorance of epistolary forms, as those from young men of New England." It must be confessed that, although the people of New England are, as we believe, better educated than any other people on the face of the earth, yet the rarest accomplishments among us, are good reading and good writing. Your committee would do what they can to remedy this defect in our school training. We would make one of the leading objects in the schools of Millbury to be, the acquisition of the power to write the English language as readily and as well as we can speak it. We believe, that, in most scholars, the foundations of this power can be laid before the age of thirteen, so that the writing of a composition or a letter, will be a pleasure and not a pain; an honor and not a disgrace to the writer. We aim to have our scholars acquire perfect spelling before this age is reached. The orthography of the language is something that the mind of a child can acquire just as readily as the mature mind, and childhood may abundantly suffice for this work.

For the Committee.—CHARLES H. PEIRCE.

NEW BRAINTREE.

Too much pains cannot be taken to procure good teachers. We cannot have good schools without them. Teaching has become a profession, and sufficient remuneration should be given to induce those who have a love and aptness for it to qualify themselves for their work, and to seek it as a profession. They are trusted with a power and responsibility greater than any others. Mistakes in government can be corrected, but mistakes in the training and educating of children can scarcely be reclaimed. We want live teachers; those who possess enthusiasm; and then they will inspire their scholars with the same spirit. They must be interested, to interest

their pupils. The simple, dull routine of asking questions from the text-book and receiving the same answers, alone is not sufficient ; the recitation should not be too mechanical, but teachers should illuminate the text-book from the great store-house of the mind, and thus fix them in the minds of the scholars as well as interest them. The manners of a teacher are contagious. Cheerfulness in a teacher begets like qualities in a scholar. "The way to virtue," says Seneca, "by precept is long, by example short." There should be as few laws as possible, and none but what are strictly enforced. Lecturing and exhorting scholars avails but little ; but if there is a proper degree of firmness manifested, and there is thrown about the recitations such attractions as to make the school pleasant, it will be sought rather than dreaded, and the confidence reposed in the teacher will make the government an easy task. Again, we need live scholars ; good teachers alone cannot make good schools. Scholars should be impressed by teachers, parents, and public opinion, with the importance of schooling, and the necessity of improving their time ; that education is a means and not an end. Success at school can be attained only by earnestness and vigorous life. Any means in the power of teachers, parents, and all, should be used to make education a pleasure as well as profit, and to instil into the character of the scholars that enterprising spirit which should attend them in all the duties of life.

School Committee.—JOHN H. GURNEY, WM. BOWDOIN.

NORTHBOROUGH.

We do not mean to overstate the evils of the present system, under which our children have thus far been educated. Under that system our schools have flourished and gained an honorable rank. The truth is, a good teacher will make a good school under any system, and out of almost any material, and the best system will be of little avail when the teacher lacks skill, tact, or enterprise. But one system is better than another system ; and a good teacher can accomplish more under one than under another and inferior one. We believe in progress, in educational progress as well as in all things else ; and in order to this, there must be a change.

* The old mode of travelling on horseback, or in "the one horse shay," was superseded by the stage-coach ; but this had to give way to the power of steam, by means of which we can accomplish in an hour what used to cost five or six hours, and with far greater ease and comfort. In 1815 the news of the signing of the treaty of peace was brought from Washington to Boston by a courier travelling night and day, with relays of horses at their utmost speed, at the rate perhaps of ten or twelve miles an hour, setting the bells to ringing in every village through which he passed, and sending a thrill of joy and gratitude into every heart. In 1865, just half

a century afterwards, we hope and trust that like joyful intelligence, the news of rebellion crushed and peace restored, will pass along the lines of the electric telegraph with the speed of lightning, awakening like emotions in our hearts.

The same amount of work can be done, and done as well, by a reaping or mowing machine in one hour, as by the same number of hands without the machine, in ten or twelve hours; and we might produce scores of illustrations of the same kind.

In like manner there are improved methods of education; and it would be as unreasonable to reject them and hold on to the old, as it would be to give up the steam-engine, or the electric telegraph, or all modern improvements in agriculture and the useful arts.

There are improved methods of teaching the higher branches of learning, such as have been adopted to a greater or less extent in our colleges and Common Schools. Much has been done or attempted of late for the improvement of Primary Schools, and the especial benefit of little children. In some places, what are called "Kindergarten" Schools have been established, where very young children are taught, and amused, and kindly cared for by skilful and experienced teachers, specially qualified for that office. Some parts of that admirable system might with advantage, we think, be introduced into our Primary Schools. Instead of drilling the infant classes in the alphabet or the spelling lessons three or four times a day, and requiring them for the rest of the time to sit idle and motionless on hard benches or even in comfortable chairs, as was once common, and is now not very uncommon in the district schools, we would introduce a greater variety of exercises, such as singing or reading in concert, writing and drawing on slate or paper or the blackboard, and going through the simpler gymnastic exercises, with which children are always delighted, and which are so conducive to health and comfort.

So important is it to begin well, that, contrary to the usual practice, we would select the best teachers for our Primary Schools, in the conviction that it requires more tact and skill to teach and guide little children who can do so little for themselves, than those of a more advanced standing, who, if they have been rightly trained, can better dispense with the aid of the teacher. It is not every good scholar, not every graduate of a Normal School, not every one that is qualified to be the principal of an Academy or High School, that knows how to teach little children. When this faculty exists, the possessor of it ought to find ready and constant employment, for the services of such are invaluable. And we should give the preference, other things being equal, to those of our own raising; those who have been educated in our schools, and who may be supposed to know better than strangers the character of our schools, and what methods of teaching and what sort of discipline are most likely to be successful.

Still, we would not be so inhospitable or unreasonable as to refuse to admit as fellow-laborers teachers from other places, of whose qualifications we have satisfactory evidence, for in receiving such we may "entertain angels unawares."

School Committee.—JOSEPH ALLEN, HENRY I. JEWETT, J. H. ALLEN.

NORTHBRIDGE.

We notice with pleasure an increasing disposition in many of the districts to reëngage the teacher who has once proved successful, even at an advanced price. It is often true economy. The constant change of teachers is a source of the greatest injury to our Public Schools. Where teachers are employed who are familiar with the school, no time is necessarily lost in arranging the classes, and in becoming acquainted with the general wants of the different pupils. The teachers and scholars are all ready for work on the first day of the term. What would we think of the builder who should successively employ upon the edifice which he was erecting, several different architects, each with his own plan?

You will notice that ladies have been employed almost exclusively. The gradual abolishment of the old custom of employing a gentleman in winter and a lady in the summer, is a long step in the right direction. Occasionally, a few of the larger, more advanced scholars might receive more benefit from a male teacher, provided his qualifications were superior. But man is not so well fitted for the care of children, and never can be. His impatience and inflexibility unfit him for this position; while woman's activity and delicacy, her quick perception, and the thousand resources at her command for winning and governing, mark her as the natural guardian and teacher of children. Moreover, a first-rate female teacher can be obtained for a less sum than a third or fourth-rate male teacher.

Selection of Teachers.—The necessity of a proper selection of teachers has not, we think, at all times received that attention from those having in charge the interests of our schools which its importance demands. It is the most important duty connected with the expenditure of the public money devoted to the interests of education. The teacher is the main-spring of any school. He who selects your teachers decides whether the money which you expend shall accomplish the design for which you are taxed, or be worse than wasted. At present the duty and responsibility rests entirely with the prudential committee.

We know the superintending committee is required to approve a teacher before she is allowed to commence school; but we need to refer only to the experience of the past year to show how inadequate such an examination is to prove the ability of a teacher for a particular school.

Some of those whom we have approved with doubts and misgivings have succeeded admirably in the discharge of their duties. Others, concerning whom we have cherished high hopes, have failed to meet our expectations. We cannot on the mere examination of candidates decide who possess an aptness to teach and govern, or who will utterly fail in these particulars. These can only be decided from the past experience of the teacher. It is a serious question in the minds of many, whether it is better for the general welfare of all the schools in this town that the prudential committee be authorized to contract with the teachers. We do not feel that we are responsible for the condition of the schools, as long as the selection of teachers is in the hands of others. But whoever selects the teachers, let them commence early, and not wait until some one comes along and applies for a school. Generally, the best teachers find no difficulty in obtaining situations, and must be sought if they are to be secured. We hope in future no person will ever be presented to the committee for approbation but such as are devoted to the work, and possess so much of life and animation that they will be able to instil some enthusiasm into the minds of the pupils. "None but living spirits should ever have the school instruction of the young."

Reading and Spelling.—It is a general complaint in the reports of the school committees throughout the State, that these branches have been too much neglected.

Reading seems to be a much abused exercise in nearly all our schools. Time enough is devoted to it generally, but seems to be of little avail. To acquire a tolerable degree of fluency in reading, to avoid miscalling the words, and to mind the stops, seems to be all that is attempted in most of our schools, and much more than is accomplished in some of them. Would it not be better to have shorter reading lessons, to have them well explained, and then to read a portion over and over until it is read with intelligence, emphasis and feeling. Let the teacher read the lesson as he wishes it to be read, and let him not suffer the scholars to leave it until they read it according to his instruction and example. One of the first things necessary for good reading or conversation is correct articulation. The time to learn this is when the organs of speech are being developed. If left to a later day, the loss is irreparable. If more attention were paid to distinctness of utterance we should not hear so often from our teachers the complaint, "We cannot hear," and we should be rid of a great deal of useless screaming. In the series of readers which we now use, pages are devoted to this subject; but by most of our teachers it is entirely neglected. How few good readers we meet with even among the otherwise well educated! Early training is our only remedy. We hope the time will soon come when persons who are fitting themselves for teachers will pay more attention to this subject.

In spelling, the lessons should not be beyond the ability of the scholars, and the teacher should insist upon every one becoming familiar with each word. It is necessary that the word should be pronounced distinctly; but we do not think it is best to give greater prominence to the more difficult part of the word, in order that the scholar can be better able to guess at the correct manner of spelling it. In general, we think but one trial should be allowed upon a word before it passes to the next. This guessing a second time is fatal to accuracy. One very important object to be aimed at in this study, is to correct habits of carelessness and inattention. We have noticed with pleasure the practice in some of our schools of writing the words.

Arithmetic.—We do not think the scholars are practised enough in simple addition. More attention is paid to obtaining skill in multiplying than in adding rapidly. There are but few, even of our more advanced scholars, who can add a long column of figures quickly and accurately. The fault has its origin in our younger classes. Children should be constantly practised in adding series of numbers rapidly. A general exercise in this every day in each of our schools would be most profitable. There is no reason why children should not be taught to put numbers together and give their amount, as quickly and easily as they learn to put letters together and form words.

We do not look with favor upon the practice of encouraging scholars to commit to memory the questions in mental arithmetic. We think the great object of this study is the cultivation of the reasoning powers, and skill in the use of numbers. Is not this often made of secondary importance?

School Committee.—WILLIAM H. WHITIN, GEORGE BENSON, CHAS. O. BATCHELOR.

OAKHAM.

The schools this year have been unusually short from necessity. Everything pertaining to them costs so much more than formerly, that the same amount of money will not go so far now as then.

Moreover, six months' schooling is little enough. That, with the fall High School, gives very fair advantages. But there ought not to be one day less. For all that is less is so much taken from the quality and value of our children's lives; and it is very poor economy to be that people,

“Where wealth increases, but where men decay.”

especially when that increase is less than one cent in ten dollars of property.

Still more, we are supposed to be a law-abiding people, and by law we are required to furnish six months' schooling to the whole town, and it does

not seem consistent to be sending so many men and so much treasure South, to uphold the majesty of the law, and yet be ourselves breakers of the law.

There are two remedies for this state of things. One is, to raise more money for our schools, which seems an imperative duty for the good of the town.

The other is, to redistrict the town in such a manner that we may divide the money among not more than six districts, instead of eight as at present.

School Committee.—F. N. PELOUBET, M. O. AYERS, H. W. LINCOLN.

OXFORD.

The High Schools.—Probably no town in the State maintains two High Schools with so small an appropriation as this town has granted during the last two years. Much as it may be regretted by some that the town ever decided to have more than one High School, the fact that there are two good High School houses already built, and that the two main villages of the town are so remote from each other, makes it probable that two High Schools will continue to be maintained for a part, if not during the whole of each year. More money must be granted then, if the town would have schools of even a respectable grade. It is useless to think of maintaining two High Schools with six hundred dollars a year. A reference to the expense of fuel for the North Oxford High School should suggest to the selectmen of the town the economy as well as comfort of having the partition moved to the north end of the school-room.

Your committee, in conclusion, would, if they could, impress upon every voter in town, the importance of having good schools and of making liberal appropriations for their support. It is poor economy for a people to have poor schools. Besides the loss to the children to be educated, there is no surer way of driving out or keeping out of a town those heavy tax-payers who have the desire and ability to educate their children. In very many towns which have had good schools for a long time, wealth and social worth have congregated, making the taxes light and society desirable.

The intelligent industry, inventive genius and well directed enterprise of an educated New England have already covered its sterile soil with smiling villages and thriving towns. The naturally pleasant location, convenient railway communication, and other advantages of Oxford, need only the kindly sympathies of its people for one another's interests, an earnest religious culture and a well educated society, to make it a desirable place for a thousand happy homes.

Fellow-citizens, the generation of which we form a part will soon pass off the stage of active life, and the character of that which shall succeed us depends much on the education we give to the rising generation. Let us

then strive to give them such schools and advantages that they shall rise up to bless us for our fostering care rather to curse us for our neglect.

School Committee.—J. P. DANA, SAMUEL J. AUSTIN, NATHANIEL EDDY.

PAXTON.

One of the annoyances of our system of education, is the constant besetting of committees, and teachers, and schools for changes of school-books. Such changes are sometimes very desirable and they must be made ; but if the importunities of publishers and their agents were yielded to, as often as they are presented, there would be several entire changes of all our books during a single year ; and the funds of the town would be put in constant requisition for the purchase of new sets ; and so long as the making of school-books continues to be, as it has been, a business of great pecuniary profit, we must expect to be besieged and must bear the fire as well as we can. But when any of our teachers undertake to make our scholars dissatisfied with the books with which they are furnished, by depreciating their merits and lauding the imagined excellences of other works,—sometimes, evidently, because they may happen to be a little more familiar with them,—we think that they are altogether out of their proper sphere, and that they are not doing as much for the improvement of their scholars as they might do ; for no scholar can be deeply interested in his own book, whatever it is, if his teacher is endeavoring to persuade him, that it is good for nothing, compared with one made by some other author ; even though it may be in reality a more suitable and better book. Great improvements in school-books have been made, within a few years ; but all changes are not improvements, even though every change may chance to find, or be able to purchase some admirers. It is the business of our teachers to make themselves familiar with such books as they find in their schools, and to use them to the best advantage of their scholars, till they are actually furnished with better ones.

It is always their privilege to consult the school committee in reference to any change which may seem to them desirable, but their scholars should be let alone.

School Committee.—WILLIAMS PHIPPS, H. W. HUBBARD, CHARLES DODD.

PETERSHAM.

As law-abiding citizens, should not this town provide schools six months in each year for all the children who may legally attend ?

The Secretary's Report of the schools for 1862-3, discloses the fact that about three-fourths of the towns, in the State, have schools six months in

the year. The percentage of valuation for that year, appropriated to the Public Schools, was one mill and seventy-nine-hundredths of a mill.

How can the schools be lengthened Let it be tested by vote whether the town will furnish schools six months in the year, or for a less time, with the express understanding that any district failing to have schools for the time specified, would by this vote, be abolished. Would not such a vote increase the interest in every district?

All the districts have failed to have Public Schools the required length of time this past year, and the town is liable to damage for the failure.

Divide the public money among the districts according to their number of scholars. To divide the public money equally upon districts, or according to wealth of districts, is unequal, or a part is unfair in proportion to the amount.

Superintendent.—LYMAN W. HAPGOOD.

PHILLIPSTON.

While none of the schools, the past year, have proved a failure, some of them have been distinguished for their superior excellence. And this result was secured, chiefly, by a careful selection of teachers. Those capable and well qualified were sought for, and generally obtained. And herein is to be seen the wisdom and judgment of those having this duty in charge; for a good teacher is a prize, while a poor teacher is a blank. A good teacher will place your children on the right track, and give them an impulse, whose beneficial effects will be experienced in coming years; while a poor teacher will not only fail to be useful, but will suffer his pupils to contract a long catalogue of injurious habits, more difficult to eradicate, than the most noxious weeds that curse the earth. Therefore, all things considered, the motto should be, "get the best;" not the most intelligent; not the most experienced merely; but individuals "apt to teach;" persons of energy, sense, and discernment; those capable of analyzing character, and adapting themselves to the circumstances in which they are placed. And let it be remembered, that what is meat to one, is poison to another. Therefore, let the wishes of the district be consulted, and if possible, no person be foisted into the office of teacher, who is obnoxious to a single family. Otherwise evil, and not good, will be the consequence.

And when a suitable teacher is secured, care should be taken, that the house be suitable also; for the outer world has much to do with the inner. The things with which we are daily conversant, impress their image upon the heart and mind, and thus become powerful auxiliaries in the formation of character. So far as possible therefore, our surroundings should be in harmony with the beautiful, the noble, and the good. Thus pure and lofty thoughts will be inspired, and motives for new and better attainments con-

tinually presented. The houses where children study, and in which they spend so large a portion of their time, should be pleasant and attractive; well lighted, warm below and ventilated above. Maps and diagrams should adorn the walls, and other suitable apparatus for object-teaching should fill the desk. Thus the eye and ear will co-operate in pouring knowledge into the mind, and fixing it in the memory.

When thus a good teacher is selected, and installed in a good house, "great expectations" may be realized, if parents and scholars lend a helping hand, and not otherwise; for in vain will the mason attempt to build the house, unless assisted by the carpenter and joiner. Children therefore, should be taught, that the school is the place for study, improvement, discipline, and good manners; and not for idleness, imitating the clown, and acting out "old Adam." And for this purpose, they should receive counsel and advice at home; and be made subject to authority, even though the infirmities of the flesh and the spirit are sometimes to be healed by the application of "birch." Otherwise they will disgrace themselves, be a trouble to their teacher, and bring dishonor upon their parents. For left without discipline, they will be like a piece of machinery with no regulator, running fast enough perhaps, but not as it should.

School Committee.—LYMAN WHITE, JASON GOULDING, J. CLIFFORD, Jr.

PRINCETON.

While many appeals have been made in previous reports for additional appropriations, we feel assured, if you desire hereafter to have even respectable schools, heed must be given to those oft-repeated demands.

However adequate the school moneys may have been for ordinary times, in the universal advance of the price of labor, we have no reason to expect that competent teachers will serve us for the famishing rates which we now offer. Your committee have felt the force of this during the past year. We have hardly had the face, while desirous of securing excellent instructors, to ask them to serve us for the wages we have been able to give. In almost every instance the teachers have performed their duties at a pecuniary sacrifice. Not only could they have obtained better remuneration elsewhere as teachers, but their wages were even below what might have been obtained in almost any other employment. Is this right? Is it just, for us thus to withhold support? The difficulties of your committee the past year are likely to be greatly increased in the future, unless they receive larger appropriations. If all that has been said of the value of education in moulding the characters of individuals, communities and nations is true, means thus expended, so far from being lost, will yield to the present and future a far richer interest than notes, mortgages and stocks. While our taxes rest upon us heavily, in view of the times in which our lot is cast, we

are abundantly able to add the few needed hundreds to our school-money and hardly be sensible that our burden is more weighty. Shall we not do it, and take a position from among the last one hundred in the "graduated table of all the towns in the State, arranged according to the percentage of their taxable property, appropriated to the support of Public Schools," among the first in the above scale?

For the School Committee.—CHARLES T. JOHNSON, *Superintendent.*

ROYALSTON.

There is a singular feature in the relations of the town to her responsibility to the schools. She is bound to furnish so much schooling at the least. She raises a given amount of school-money, and appoints a special committee to divide the same among the several districts; but while she still remains responsible for the prescribed amount of schooling in each of the districts, she has no other control over the divided funds, than to see to it by her selectmen and school committee that the money is drawn only for the wages of teachers approved by the committee, for their board, for the fuel used in the schools, and for the care of the fires and the school-rooms. The price of these things is in no wise under the control of the town. Indeed, that is left in most of the districts absolutely and without relief in the hands of a single individual. And this feature of the case appears not the less singular when we look a little sharply into the character of the school meetings, the manner in which the business is there as a general thing transacted; and to the history of those grave transactions subsequently, by which is settled beyond redress the question whether or not the town shall be rendered liable to the penalty of failing to keep any one of her schools six months in a year.

This may be well enough in public matters, but one would have to go far to find the man who would conduct his private concerns in a similar manner. Indeed, it would seem that the money now appropriated by the town, might be so expended, if the matter was earnestly taken in hand, that all our scholars should enjoy six months of good schooling every year.

But money, though indispensable, cannot meet our whole responsibility. The combined social and moral influence of the community must be engaged in this behalf, if we would make the schools what they ought to be. Every citizen owes much more than a money tax to the cause of education, as embraced in our Common School system. And the origin, history, common benefits and common expense of that system make out a good and true claim upon all to charge themselves with a personal interest in the schools, not only to see to it that they receive no detriment, but also that they have every needed appliance and all good countenance.

School Committee.—E. W. BULLARD, L. TANDY, F. D. AUSTIN.

RUTLAND.

Teachers.—To our minds, great permanent profit can only be secured by retaining the same teacher as long as possible over the same school. Of course, the proviso is that he or she has proved adapted to that special post. If you find a man-at-all-work who suits you on your farm, you think him more valuable to you than a fresh Irishman. So you feel respecting a good house servant. How happens it, then, that it should be thought desirable to change every term that one who is doing a life-work upon your child's mind and character? A competent and well tried teacher should have an opportunity to show what can be done by long teaching on those fields where she has fought for and earned her laurels. If this plan were adopted, there would be fewer third and fourth-rate teachers occupying places that of right belong to their betters.

We are aware that this frequent change of teachers is a characteristic and an evil of the present district system. So long as this system remains, there will be no certainty that competent teachers will always be selected, or that they will be continued if selected. The prudential committee now contracts with a teacher, guided by any motive however inconsistent with the public good. He may be inefficient; he may be indifferent; he may have a personal friendship or partiality for a particular person; or he may think it the best for the public good that he provide some one from his own household. Now the result of this is a fluctuating class of teachers, of a quality not much above the proficiency of some of their larger scholars. This method of selecting those who should be thoroughly trained themselves, and versed in all the departments they will be called upon to teach, keeps and will keep the standard of our schools at a mortifyingly low point. Long ago it passed into a proverb, "As is a teacher, so is a school." Old Roger Ascham, more than three hundred years ago, in strong but pointed language truthfully puts it: "It is a pity that commonly more care is had, yea, and that among wise men, to find out a cunning man for their horse than a cunning man for their children. God, that sitteth in the heavens, laugheth their choice to scorn, and rewardeth them as he should; for he suffers them to have a tame and well ordered horse, but wild and unfortunate children; and, therefore, in the end they find more pleasure in their horse than comfort in their children."

School Committee.—A. H. TEMPLE, GUILFORD WELSH, CHARLES R. BARTLETT.

SHREWSBURY.

Penmanship.—It is with pleasure the committee have witnessed an increasing attention to this important branch,—a passport to so many lucrative employments, not only for gentlemen, but especially now for

young ladies. There is, however, a great want of systematic procedure on the part of teachers. Putting a set of printed copy-books into the hands of the scholars and then letting them write when they can find time is not the way. This branch should be taught as other branches are taught,—a set time for the exercise. The teacher should then, either beside the scholar or at the blackboard, point out what constitutes a system, and take up letters and show wherein defective,—what constitutes a graceful form. This course, adopted for a short time, will enlist the closest attention, and will result in the very best improvement.

School Committee.—GARDNER RICE, Rev. WM. A. MCGINLEY, Dr. EMERSON WARNER.

SOUTHBOROUGH.

The past year has been one of unusual profit to the schools of this town ; perhaps never in its history have all interests been so harmonious, the teachers more successful, or the scholars more orderly and painstaking ; this, we attribute in a great measure to the support received from a large proportion of the parents, who, as a whole, have sustained the teachers in enforcing discipline and application.

It is now generally understood that parents and guardians are in a great measure responsible for the standing of the schools, supposing committee and teachers to be reasonably qualified for their positions.

We feel safe in asserting that during the past six years at least, the only inefficient schools were those where, for some cause, the support and sympathy of the parents was withheld. Children, if governed at home, can be controlled at school, even by female teachers, as several years' experience has proved ; and where difficulty has arisen with scholars, the cause is usually to be found in an opposing influence at home, or at least to a want of co-operation on the part of parents.

Teachers are clothed with authority to enforce obedience and application ; but if a proper influence is exercised at home, it will rarely be found necessary to use it. All should act upon the understanding, that when sending children to school, we delegate to the teacher that authority with which we are invested ; of restraining, guiding, and if necessary obliging the child to obey our proper commands ; and in order that there shall be the least occasion for such exercise of authority, they should be given to understand that such power is in the teacher's hands and will be used if necessary.

To corporal punishment, though not entirely prohibited, we object, unless other means fail ; but some parents complain of any enforcement of discipline, however mild ; and there have been cases in this town where guardians have so far forgotten their duties, as to trespass on the rights of the teacher, by going to the school-room, and in presence of scholars, upbraiding the teacher for exercising a proper enforcement of rules. No

parent or guardian has a legal or moral right to adopt such a course. If it is supposed that children are overtaxed in their studies, or unnecessarily disciplined, the proper plan is to seek a private interview with the teacher, when the propriety of any mode of management may be discussed. Ordinarily it will be found that nothing has been done which the occasion did not require ; if on suitable representation, however, it is still thought that more is expected of the scholar than is reasonable ; let the aggrieved party complain to the committee, whose duty it is to interfere if necessary and apply the corrective. This is the plain and only proper manner of procedure ; any other tends to anarchy in the school, breaking down the influence of the teacher, who may be doing only what seems to be in the line of duty ; but who, being human, is liable to err, and may be too harsh or requiring. We have generally found teachers to fail principally in government, and we have often deemed it necessary to complain of a lax state of discipline, while rarely, if ever, have we felt called upon to condemn too great severity.

High School.—This school has constantly advanced in public favor ; quite a spirit of emulation has been observed in the ward schools on the part of many of the best scholars, in striving for early admission to its privileges. The past winter has seen a greater number of scholars than ever before belonging to the school at one time. We were glad to notice that a large proportion of these were lads and young men, many of whom came long distances to avail themselves of the advantages to be derived from the advanced course pursued here.

The year has been a profitable one, the last term showing an improvement over those preceding ; we notice a greater degree of application on the part of scholars ; the examination was good, the answers were rendered more promptly than customary, while the interest shown in all the exercises, evidenced a desire on the part of pupils to make the examination satisfactory to the listener, as well as creditable to themselves.

School Committee.—HENRY H. PETERS, JONAS FAY, RICHARDSON GODDARD.

SPENCER.

Morals.—An allusion to this topic at any time cannot fail to meet the cordial approval of all high-minded men, and favorably impress those who would seek the true interests of the young. The great end of education is to fit our children by appropriate mental training, for the great duties of life, but even this cannot be attained unless a proper attention is paid to the preservation of purity in the minds and hearts of the young.

A vigorous mind in a body endowed with a strong constitution is not all that ought to be sought in our citizens for the next generation. Thirty years hence, those who now occupy the benches in our Common Schools,

are to be our most active and influential men in politics and religion. The boys who are now ten or twelve years of age, will then occupy our pulpits; they are to be our lawyers and governors, and a little later it is not too much to expect that some may be called to the highest office in the gift of the American people. The importance, then, of the greatest vigilance in this department of our educational system must be apparent, and this especially when we consider the present condition of our common country, and the demands that will be made when this "cruel war is over," not only for men of mental calibre, but much more, for those of sterling moral worth to guard the integrity and purity of the nation's name and honor before the world. But more specifically we urge the consideration of this topic on the attention of our constituents, since instances of defection have occurred during the past year under our own observation, in one or two of our schools.

Parents and guardians of youth in our midst would seem to need only the suggestion to increase their vigilance over, and arouse in their hearts the deepest solicitude concerning the secret habits of their children. It is with the greatest painfulness and reluctance that we call attention to those instances; but the duty devolving upon us will not suffer us to make out our report without at least sounding the alarm while the evil is in the bud. And we hope that the knowledge that parents have of what we allude to, together with the future efforts of your committee, may serve to prevent any repetition of what we have felt to be a disgrace.

School Committee.—JAMES CRUICKSHANKS, E. C. DYER, GEO. L. HOBBS.

STERLING.

The Value of our State Regulations.—It is interesting to reflect that under the Massachusetts system of education an accurate account is kept with every scholar. Did a boy play truant on a given day in the most rural district of Berkshire—then it is recorded. Of the thirty thousand school children in Boston, was a girl tardy on the first day of the month—the register will tell. So it is with every child that has attended school in this town. The plan we regard as highly beneficial. It is searching and personal without being offensive. It exerts a powerful influence, yet is not meddlesome. These registers and public examinations and printed statistics bring out the facts. They hold up the truth. By this simple method they keep alive our interest, arouse a healthy ambition, inform us of real progress, and expose defects and failures.

It would doubtless be of additional profit if the information annually gathered could be more extensively read. We heartily recommend that the Report of the State Board of Education receive more attention at the hands of our citizens. One copy at least for each district is furnished by

the town clerk. Let these volumes be obtained and circulated. They are full of rich practical suggestions from all parts of the State. How much better to send them about the neighborhood doing good, than to leave them piled away in the clerk's office. Through them we may learn what other towns are doing; whether they are behind or in advance of us. In this way alone we fully discover the interest and vigilance of Massachusetts for her Public Schools. She is constant, she is generous, she enlists her most learned men in the cause, and sends us every year their best thoughts. The Commonwealth does her part nobly. She has made such admirable provisions that not a single district need be without an excellent school, or without the latest opinions of the most skilful instructors.

The committee have been pleased to notice that in some schools the subject of grammar has received increased attention. We wish to encourage this effort. Grammar has been sadly neglected for some years. Parents are responsible often for this omission. A man who does not care whether he says "his," or "hisn," "you are," or "you be," is not likely to urge his children to study the use of language. Accuracy in speech is thought by some honest people to be a sign of pride and affected aristocracy. Such views we are confident seriously hinder the elevation of our youth. Coarseness is as repulsive as pride, but refinement is pleasing to all; and there is no surer test of a refined person than a neat and proper use of his mother tongue. The decline of interest in grammar is also due in part to teachers who have no taste for the study, and hence make no preparation for the classes. The book is caught up when the hour for recitation arrives; the questions are asked as they stand at the foot of the page; no explanation, no zeal, no kindling of interest, no unfolding of the real beauty and charm of the science of language; the lesson ends, and both pupils and teacher turn away with a secret feeling that this is a dry and disagreeable subject. Where is the old love of grammar? Why do we not find classes now, as of old, in Milton and Young, and Pope's Essay on Man? Who are found to day wrestling with these giants, and growing strong by the effort? The committee propose to make a special effort to raise the standard in this branch of study, and hope their labor will be supported by every parent.

Teachers.—Whatever else remains unmentioned, we must speak of those on whom more than on all others rests the success of our schools. A few excellent teachers have been with us this year; persons who were really first-class instructors and disciplinarians. Frequently we find persons who instruct well but have no order; and often we see those who keep the room perfectly quiet, but have no tact to impart knowledge; and again there are some who do little in either way, having evidently mistaken their calling.

This year twenty-one teachers have been employed, only five of whom are males. We mean nothing disparaging to the gentlemen who have filled the office faithfully and acceptably, when we heartily commend the employ-

ment of females. But let care, great care, be exercised in the selection. There are few schools in town in which a good female teacher would not have success. We do not mean the masculine, noisy kind, who shout as if mustering a division of cavalry, but those possessing true womanly dignity, with calmness. With all due respect to the male teachers we ask no better persons to take charge of our schools than such as taught the summer term in No. 7, and the winter term of No. 9. It was a real pleasure to witness the easy, quiet, yet complete control of one central mind, combined with excellent methods of instruction. Oh, for more of this class. Fathers and mothers have you children now in school that you hope may themselves sit at the desk and ask the questions by and by, then furnish them with the best teachers. Poor teachers can but produce a generation of poor teachers. Like begets like. If a young man or woman is needy and seeks employment, give them a handsome present, but do not be so short-sighted as to hire them with no other qualification than poverty. Be generous to your townsmen and townswomen, but not at the expense of justice to those who are learning that they also may teach.

This neglect leads us to mention another failing of many teachers otherwise highly competent. It is the slight value set on the moral influence of the school-room. The majority, probably, of those having the daily oversight of tender youth content themselves with checking any gross crime, as a falsehood or an oath. There is too little of teaching high morality. This is a failure. Does any one say that Public Schools were not designed to inculcate morals; we reply most certainly they were. It was not indeed their purpose to be theological, or sectarian. But all sects unite on the broad field of virtue and love to God. The church is wisely separated from the State. Yet the founders of Massachusetts (all honor to their immortal names,) clearly saw that the very existence of a free government depended on the morality as well as the intelligence of the people. And in these days of rebellion, we certainly have learned to our sorrow, that citizens may be smart and knowing while lost to every sense of truth and humanity. Our experience testifies to the wisdom of the fathers, who enacted that in the ^{*}Common Schools should be taught those great principles that are necessary to fit a human being for the high duties of life.

The teachers of the present day may profitably study this true and comprehensive idea of education. Their duty is not discharged when they have give instruction in the text-books. The position they hold requires that definite attention be given to the character of children. It is not sufficient that there be a general restraint from wrong-doing, but there should be the positive and special explanation and enforcing of moral truths.

Length of Schools.—Lest silence on this subject should be interpreted as indifference, we offer a few earnest words.

The schools have not averaged as long as last year. The longest has kept six months and a half, the shortest three months and three-tenths, making an average of five months and six days. It should seem that \$1,700 was a sum sufficient for the education of 325 children. But the money is consumed by small districts and many of them. Outside of the centre, the schools average 26 scholars in winter and 19 in summer. The amount appropriated for each scholar between five and fifteen is \$5.23, a sum quite high enough for tuition if our population was more compact. Our territory is extensive; all our districts are needed as a convenience, but we may well remember that it is as a convenience, and that alone, that we have so many.

It is hardly fair in view of our obligations to the State, to consider the appropriation of the town as large in the bulk, while the actual divisions of it are small. The children are now out of school too much of the year. At this rate the coming generation will be neither very wise nor very virtuous, for idleness is intimately connected with vice.

Is it not a little surprising to be assured that the poor-house costs this town more than the schools! The treasurer's books will prove this to be a fact; and it would not be very difficult to show that the less we expend on schools the more will be exacted for pauperism. "There is that scattereth and yet increaseth, and there is that withholdeth more than is meet, but it tendeth to poverty."

School Committee.—SAMUEL OSGOOD, CHARLES AYER, J. C. LABAREE.

STURBRIDGE.

The experiment of employing female teachers in our winter schools, so far as it has been tried, has succeeded admirably; there having been only a single case of failure during the winter, and this would not have occurred if a suitable teacher had been employed. The influence of a female teacher of the right stamp is most salutary; and we recommend the employment of female teachers in our winter schools, in all cases where the services of male teachers can be dispensed with. Of the fifteen teachers employed in our summer schools, seven were employed in the winter, and five of these were continued in the same school through the year, with decided advantage to the pupils; and the same course would have proved successful in some of the remaining schools.

By the employment of suitable teachers in our summer schools, the necessity or excuse for a change of teachers in the winter will be obviated to a very great extent, and thus one of the most serious defects in the practical workings of our school system be so far removed.

We incline to the opinion that there is a growing disposition to give an undue proportion of time and attention in our schools to the study of math-

ematics. We are well aware of the importance of mathematical studies, both as a means of mental development and discipline, and of practical usefulness, and would by no means discourage a proper attention to them. But we consider it necessary for our pupils to be able to express their thoughts upon paper, clearly and grammatically, and in a style of orthography and penmanship that admits of a solution and deciphering, without taxing to the utmost the skill and patience of the recipient of their missives.

It is no uncommon thing to find in our schools from five to eight classes in arithmetic, with the addition, in some cases, of one or two classes in algebra. Wherever such a state of things exists, some other branches must be and are neglected entirely, or are attended to very imperfectly.

We earnestly desire those of our teachers who intend to follow the profession of teaching, to avail themselves of the advantages afforded by some one of the Normal Schools of our State, if they have not already done so. And we also advise those who intend to adopt the profession, to avail themselves of these advantages before entering upon the employment. The facilities afforded by these schools are of incalculable benefit to those who wisely improve them.

School Committee.—EMERSON JOHNSON, HENRY E. HITCHCOCK.

SUTTON.

There are some topics pertaining to the interests of our schools about which public sentiment is much divided because they are not well understood. For this reason there is among some a prejudice against the State Board of Education, and against Normal School teachers. It is asked, "Why may not the money which the Board receives be divided among the schools?" With equal propriety it might be asked, "Why may not the money which all State officers receive be divided among the people and let them govern themselves?" If there were no such idea as upward and onward progress, if all were free from ignorance and wickedness, it would be well to have as few teachers and officers as possible.

It is now more than twenty-five years since the first Normal School of the State and the first in the country was established, opening with three scholars only. Now there are several with a large number of pupils.

It is well to encourage those young people who by earnest efforts have in our own schools fitted themselves for teachers; but if it is necessary to hire strangers in part, is it not politic to hire those who by reason of superior advantages are capable of exerting an elevating influence upon our scholars and teachers? During the past summer two teachers from the Bridgewater school were employed in town, whose teaching was surpassed by none, yet they were not fully sustained or appreciated by many. This

town does not receive its share of benefit from the money expended in the State for general educational purposes. Lectures have in many towns been given to parents and teachers on educational subjects by distinguished men, thus forming a public sentiment to sustain teachers and schools. If the people of this town wish to give their time and attention, these advantages may be shared by them.

School Committee.—NEWEL WEDGE, M. E. CROSSMAN, I. B. HARTWELL.

UPTON.

In order to make our schools what they should be, we think more care should be taken by prudential committees in the selection of teachers. Literary qualifications are only a part of the necessary requirements of a good teacher; and it is only in this respect that the superintending committee are expected to pass their judgment. Whether the candidate has the ability to govern and to secure the love and respect of his pupils, the patience and perseverance, or tact and ingenuity necessary to success, these are points upon which the examination of the candidate throws little or no light. Hence, prudential committees should aim to select those who possess, in some degree at least, these qualifications.

In regard to teachers, there are too many who seem to think if they can pass the ordeal of an examination it is enough. A teacher will ordinarily find it difficult enough to instruct and govern a school properly, without being obliged to study in order to keep in advance of his pupils. Many teachers are unable to give correct and clear explanations of many principles in arithmetic, and of more still in grammar. When teachers are weak or uncertain on such points, it is wholly impossible for them to lead on their scholars with interest and zeal. Should there be any, therefore, among those who propose to continue teaching who are conscious of any deficiency in their education, we trust they will so remedy such deficiencies as to leave the committee no room for hesitation in approving them.

School Committee.—H. D. JOHNSON, EDWIN NELSON, VELOURS TAFT.

UXBRIDGE.

School-houses.—The committee are aware that the subject of the improvement of our school-houses is a trite one, and that too many of our citizens are well satisfied to let it remain such. Nevertheless we have something further to say upon it, that, if possible, we may provoke to good works. We feel it to be our bounden duty to hammer away upon the subject until every school-house in the town is an honor to the district

in which it is situated, and a place of comfort and delight to all who are educated within its walls.

Everything about the school-house, even the very approach to it, should be made pleasant and inviting. Unsightly objects should be removed, and the yard be kept neat and tidy. That upon which the eye rests leaves its impress upon the mind, and will more or less affect it. The building should be sufficiently spacious for the school, well finished and painted. As it is intended to assist the children and youth in acquiring a correct taste, good manners, and a useful education, adapted to their present and future welfare, manifestly, it should be suited to this purpose in all its interior arrangements and its outward surroundings.

When we enter a model school-room, it is pleasant to find everything arranged with such a fitness and propriety. The room is large enough for the purpose, and well ventilated. The benches are properly arranged, so that each scholar is under the eye of the teacher and yet not crowded into too small a space. The floor is tight and warm. The sides of the room are occupied largely with blackboards, outline and other maps. There is a good table and desk for the teacher. Suitable chairs are there for the comfort of those parents who may visit the school, and for other visitors. Everything is designed for the convenience, comfort and happiness of all connected with the school. The place is so cheerful, elevating and refining, that it makes a pleasant place of resort during the school term.

We wish, yes, we hope, that the day may not be far distant when this can be said of all our school-rooms. If there existed the right state of feeling on the subject in the several districts, and such an estimate of the importance of education as there ought to be, the means would be readily furnished to accomplish the object. It ought to be expected that the prudential committee have so much interest in the success of their schools, that they would readily undertake this business, and see that their houses are well repaired and furnished. Let there be a beginning made. In some cases the expense would be small, and the money easily obtained, if somebody would attend to the matter. In others, a few dollars may be profitably expended this year, a few dollars next year, and, ere long, the house would be finished and furnished in a manner that would make it an honor to the district, and prove it to be money well invested.

School Committee.—RICHARD D. MOWRY, C. A. WHEELOCK, WILLIAM C. CAPRON.

WARREN.

As we have visited the schools in the different districts, we have been in some pleased to see and to enjoy the neatness and comfort of the school-rooms ; while in others we have had our sympathies enlisted for the little

ones who were expected to observe the strictest rules of decorum, not to say our indignation that patrons should so quietly ignore all the claims of health and comfort for those little ones whom God has given them to educate and prepare for life's duties, its joys or its sorrows. As we have entered those rooms and seated ourselves in the desk, in the absence of other convenience, and taken a survey of the walls, grown dingy by lapse of time and lack of paint, inhaling the pent up and unhealthy atmosphere, which is deprived of means of escape, or of being replenished from nature's prolific supply, unless through some rent in plaster or in pane,—as we glanced from broken desk to less inviting seat, we have felt that the pupils were deserving of a smoother pathway from A, B, C to a finished education. This ought not so to be; and with this allusion we leave the subject.

School Committee.—D. W. SHEPARD, Rev. J. H. MOORE, D. A. HATHAWAY.

WESTBOROUGH.

Reading.—Pupils are proud to go home to their parents at the end of a school term and tell them not only that they have gone half or wholly through their grammar and arithmetic, but that they have read the whole of the reader. The parent is gratified, and sometimes the teacher is also. But has the pupil made any real proficiency in learning to read? is the important question. It seems to be generally understood by parents and children, and to too great an extent in schools, that when the pupil can at sight utter the words of the book with tolerable correctness and fluency, he is a good reader. To do this is a primary and necessary element of good reading, but it is not all, nor the most important or difficult part of good reading, nor that on which the teacher will be most called to labor. As a general thing, the committee have found that in those of our schools where the fewest pages had been read, there the most improvement in reading is visible; or, in other words, that the improvement in the manner of reading is in inverse ratio to the amount read. This was especially illustrated at the last examination in the reading of the higher classes in the schools of the first, second, sixth and seventh districts, in which classes who had read but a few pages read paragraphs, not as though they contained merely long lines of words, but as if they meant something, and the readers had learned and knew how to express what they meant.

School Committee.—DAVID GREENE, ZEBINA GLEASON, B. A. NOURSE.

WEST BOYLSTON.

Your committee would prove false to their convictions of duty, if they failed to express their opinion of the disadvantages springing from the discontinuance of the High School. Most of the time during the past year, your schools have been crowded. Where the older scholars have received sufficient attention, the little ones have been neglected. Many who should have enjoyed the privileges of a High School, have been obliged to accept the partial and hasty instruction which could be imparted in the district school, by a teacher overburdened with scholars and classes. Some have remained at home rather than accept the poor advantages afforded by the town. A large proportion of these cannot meet the expense of attending school in towns providing better facilities for learning. The school days of such are probably at an end. "*Nolens volens*," with the poor education already acquired, they must enter upon the life-struggle, to compete with the favored few. Some of the self-sacrificing poor, and more of the wealthy, have sent their children abroad, to seek the advantages which the law demands for them at home. In this way enough money must have been carried from the town to have secured a High School for the year; to say nothing of the probability that many of those thus educated abroad, who might prove valuable citizens, may find a permanent residence elsewhere. You cannot disregard the intellectual claims of the community without lowering the mental, moral, and social standard, and depreciating the value of property. The good elements of population seek those towns which foster their schools with liberal hand. Other considerations could be adduced to show that it is for the interest of both rich and poor, to furnish the young with educational privileges equal to those afforded elsewhere.

In the opinion of the committee too little attention has been bestowed upon spelling, writing, and reading. Good spelling requires diligent study. The older scholars however, usually have no lesson assigned, but are invited to guess at the spelling of certain words selected at random from their reading lesson. Each scholar, from the smallest to the largest, should study the spelling-book till every word in it is impressed on the memory by frequent repetition. Nor should any one be allowed a second trial, as it fosters carelessness and the habit of guessing. A mistake at the first trial shows that the lesson is not well learned. Let one neglect this branch of education in early life, and it is hardly probable that he will ever be able to spell correctly. Some even who have acquired considerable reputation for scholarship, are sadly deficient in this respect. Their letters bear mortifying evidences that the spelling-book was neglected in their younger days.

A like remark may be made in regard to the penmanship of the great mass of scholars. A neat, distinct, and handsome hand-writing renders all

other accomplishments more available, and does much to promote one's success in life. Many children find their only opportunity of learning to write in the district school; so that the style of penmanship formed there goes with them through life. If we may justly compare the specimens of chirography found in the manuscripts of our fathers, with the blurred and irregular writing to be found in the copy books of many Public Schools, we must confess that in this respect the age has sadly degenerated. In some of our schools, considerable care has been bestowed upon this branch of education, which has resulted in decided improvement. In others there has been marked neglect.

Reading should receive more attention in our schools. Enough time may be given it already, but not enough attention. To call the words correctly, mind the pauses, and read rapidly, is about all that is attempted. An upright posture, a distinct utterance, an ear trained to a correct perception of sound, a right development of the vocal organs, proper emphasis and expression, and a clear idea of the author's sentiments, are essential to good reading. The committee hope that both teachers and scholars will make special effort for improvement in this branch the coming year.

School Committee.—JOSEPH W. CROSS, CHARLES F. HOLBROOK, JAMES H. FITTS.

WEST BROOKFIELD.

Let our schools be nurseries of virtue as well as learning. It is not enough that our teachers are not vicious. They must be qualified to teach good morals and enforce the same by an upright life. This is a statute obligation.

No teacher can impart instruction in regard to these virtues, with any favorable effect, unless they adorn his own character. Could he influence his pupils to reverence Deity whose own lips were accustomed to profane the sacred name? Can he impress upon the young a proper regard for truth whose own veracity is doubtful? And so of all the other virtues enjoined in the above statute. They must be exemplified in the life of the teacher, or his instructions in regard to them will avail nothing. We are happy to say that none of our teachers, the past year, have been deficient in this important qualification. This is saying much for them all.

School Committee.—W. B. STONE, S. N. WHITE.

WESTMINSTER.

Parents must provide a Place.—In regard to school-houses and their appurtenances, we wish all the pains could be taken to make them beautiful and attractive that is taken about our best arranged homes, that the least

fortunate among us might find, at school, if nowhere else, something to inspire them with a love of the beautiful which is akin to virtue, and thus have the moral faculties stimulated and improved while the intellect is being cultivated. Parents must secure a teacher. This responsibility is usually passed around until all in the district eligible to the position have shared its honors and its reward. It frequently happens that persons without children or friends to attend are thus honored, simply because others do not want the trouble. To expect that the wants of the district will always be carefully cared for and looked after under such circumstances, is to put great faith, to say the least, in poor human nature.

Talk never so well about the importance of an education, your children will judge of it by your acts. If you make it second to everything else by sending John to mill to-day, keeping him at home to-morrow to butcher, and to go to town next day, and to do something else the fourth, all at the expense of school-time, you may rest assured that John will think that school is not so great a matter after all. Or, should his reason and judgment, in spite of your example, urge him on to effort, will he not be discouraged when he finds his efforts vain to keep along with his comrades, and himself constantly subjected to the mortification of failure? Will parents set this matter right?

School Committee.—CLINTON WARNER, M. H. HITCHCOCK.

WINCHENDON.

Intellectual Arithmetic.—One cause of the deficiency of some of our scholars in written arithmetic, is found in the neglect of analysis, or intellectual arithmetic, in too many of our schools, during the last few years. Twenty years ago, we had teachers who thoroughly drilled their pupils in Colburn. By this method, the scholars were made to understand the principles of arithmetic, and were able to frame their own rules. But in recent years, though we have Greenleaf's *Intellectual Arithmetic* in all our schools, but little use is made of it by our teachers, with few exceptions. We find also among the scholars, and even among parents, the idea quite prevalent, that intellectual arithmetic is only for very young scholars, and that it is almost disgraceful for scholars in the High School to be required to pursue the intellectual method. They not only err in reference to the true method of teaching, but they also overlook the fact, that Greenleaf, in his *Common School* and *National Arithmetics*, which are studied in our schools, requires many of the questions to be solved by analysis. Indeed, the intellectual method pervades all his works, and constitutes one of their chief merits. But in order to profit by them, the primary books should be studied and practised with greater care and thoroughness.

By-Laws in relation to Truancy and Absence from School.—At the annual meeting of the town, March, 1865, the following by-laws were adopted, and truant officers were appointed. When these by-laws receive the approbation of the superior court, they will doubtless be enforced.

1. Any child, between the ages of five and sixteen years, who, while a member of any Public School, within the limits of the town, shall not go to school, when sent by parents or guardians, or who shall get excused by false pretences, or who shall leave the school for a day, or a part of a day, without consent of the teacher, shall be deemed a truant.

2. When the truant is under seven years of age, the treatment of the first offence shall be left to the discretion of the teacher. If the scholar offends a second time, the case must be immediately reported to the parent or guardian of the child, by the teacher.

3. When the truant is between the ages of seven and sixteen years, the first offence shall be left to the discretion of the teacher. The second offence by the same person, shall be reported immediately to the parent or guardian. The third offence shall be reported at once to the truant officer, who is then ordered to take the necessary legal steps to prosecute the parent or guardian for the amount of the fine, (not exceeding twenty dollars,) imposed on habitual truancy.

4. Absentees of the first class are those who between the ages of seven and sixteen years, do not attend school the legal number of weeks annually; and it shall be the duty of the truant officer to prosecute the parent or guardian of every such child as does not attend school twelve weeks—six of them consecutive—each year, or receive elsewhere so much instruction as is required by law. The fine for each offence shall be twenty dollars.

5. Absentees of the second class, viz.: children between the ages of seven and sixteen years of age, wandering about in the streets, having no lawful occupation or business, and growing up in ignorance, are hereby placed under the supervision of the truant officers, so far as the law provides. The first offence shall be reported to the parent or guardian of the child, and in case of his failure to secure to the said child the requisite amount of schooling, or instruction elsewhere, he shall be fined twenty dollars. For the second offence, of the same person, the child shall be sent to the almshouse, or to the State Reform School, or State Industrial School for Girls, at the discretion of the justice or court having jurisdiction of the case.

6. The town shall annually appoint three truant officers, whose duty it shall be to see these by-laws enforced.

School Committee.—A. P. MARVIN, E. S. MERRILL, G. A. LITCHFIELD.

WORCESTER.

The most prevalent defect in the schools of all grades has for a long time been in the reading and spelling. The reasons were noticed at length in the report for the year 1863, namely: imposing upon the child at too early an age other studies,—geography and arithmetic, etc.,—to the neglect of the spelling-book and the reader. The school board have now applied an effective remedy to that evil. Geography, except as it is orally taught, is now excluded from the Primary Schools, and is allowed in the Secondary only in a form which the pupils may understand and enjoy.

The change has infused new life and energy into the schools below the Grammar grade, greatly improved the reading and spelling, and dissipated from the minds of the children their very natural dread of the hard words and unintelligible sentences of the geography by substituting the living teacher for the dead book as a medium of instruction.

Oral Teaching.—The introduction of oral teaching is likely to affect the teachers as favorably as the scholars. Some, who thought they could not teach orally, have, on making the attempt, discovered themselves to be the happy possessors of very desirable but too long latent talents; and the attempt has developed a skill in imparting instruction, in awakening the interest of their schools and in exciting their pupils to think, which few of them thought they had.

But in this, as in all desirable arts, there are of course exceptions. We by no means assume that all persons can become eminent and accomplished teachers; for, like poets, the teacher “is born, not made.” Two classes of persons always fail, those who cannot, and those who will not. Those, however gifted, who are so thoroughly convinced they cannot do a given thing that they will not try to do it, are no more likely to bequeath to posterity the rich legacy of noble deeds and splendid achievements than they to whom God has given no talents.

Age of Admission.—An important change in the rule which fixes the age at which a child may be admitted into the Public Schools has been made the last year. The admissible age, which for a long time has been fixed at four years, has been wisely changed to five. If a still greater age had been fixed upon, the children would lose nothing on the score of education. The less a child goes to school before he is seven years of age, the more will he generally know, and the better will he be fitted to learn at ten. The physical constitution of the child demands all the first years of life for its own peculiar and symmetrical development. The mental development comes later, and bears to the physical such a relation as the blossom bears to the stalk and the acorn to the oak. For their own good, children at the early age of four or five years ought to be excluded from the school-room,—ought not to be imprisoned in a narrow chair five or six

hours a day, their little limbs aching to run, and every constrained muscle in a fever to be free and express itself in intense activity. The only reason urged for earlier admission] is that the school furnishes a place of security for the infant, and relieves the mother of its care; a reason which, if valid, would convert the Sub-Primary Schools into infantile nurseries, and make their cost chargeable to the department of paupers or public streets with quite as much propriety as to that of schools.

The change in the rule has favorably affected the schools by diminishing the number in attendance, and giving to those that remain all the labor and care of the teachers. The educator may profit by the lesson which the farmer has learned, that the thorough cultivation of a few acres is more profitable than the partial cultivation of many.

The public shares with the schools the benefit of the change. The health of the children is better cared for, the ventilation of the school-room is improved, and the children do not learn the idle and listless habits which are usually formed by being unemployed in early life, and which, when once formed, are not easily overcome.

Government and Discipline.—The government and discipline of a school make greater demands on the head and heart of the instructor than the mere teaching. The number whose knowledge is ample to conduct a recitation is large, but the number who can govern well and discipline wisely is small. The defects in the order of the school-room and in the general conduct of the scholars are perhaps as often to be attributed to the weakness and incapacity of the teacher as to the perverseness and insubordination of the scholars. Any person may have a demonstration of this by observing how a school appears under the charge of a first-class teacher and disciplinarian, and how its aspect is changed when an inferior teacher is placed at its head.

It is to be regretted that the principles of school government receive so little attention, and are so imperfectly understood. An indifferent teacher differs from a good one as a politician from a statesman; the one is the creature of the hour,—of policy and expedients, intent on meeting the present exigency with the least possible immediate inconvenience and cost, while the other decides the case which rises to-day in accordance with principles which were tested and found immovable yesterday, and which will be equally sound to-morrow. The control of a school is not always the government of it. The former may result from art and management, or mere physical force; the latter only from mental vigor and moral influence; the former is constraint, the latter discipline and education. If children are not taught respect for law and deference to legitimate authority, but are merely supplied with motives to concede as expedient for the time whatever is demanded, we hardly need to say that they do not get

the education they need,—the mental and moral discipline which will fit them for the stern duties and responsibilities of American citizens.

The general principles of school government are applicable to the family and the State, and should be studied by the teacher as carefully and thoroughly as the natural sciences or literature. The thorough education of all the children of the country in these elementary principles during the last forty years would have made the gigantic rebellion from which we now suffer impossible. Many construe the right to question the wisdom of any law into the right to violate or resist it. This mistake transmitted from parents to children occasions nearly all the serious trouble in the government of schools as well as of States. If the minds of all our children were impressed with that profound respect for regularly constituted authorities which yields prompt and immediate obedience even to a law of doubtful expediency until it is modified or repealed, the family would be happier, the school better, and society safer. But while the discipline of prompt obedience and cheerful submission to law is an indispensable element in school government, it is quite as necessary that the law should commend itself to the moral sense of the school as just and right. The law should be a statement not merely of what the teacher has authority to require, but of what the teacher ought to require. In the government of children no greater mistake can be made than to ignore their moral sense, which will assert its judgment on all questions relating to their experience. Only that child whose unbiassed moral sense vindicates the teacher and condemns himself is improved by discipline.

For the Committee.—J. D. E. JONES, *Superintendent*; D. WALDO LINCOLN, *Mayor*.

HAMPSHIRE COUNTY.

BELCHERTOWN.

We venture in this connection to speak a friendly word to prudential committees. Not only is there need of a good substantial building, but much also depends upon the manner in which it is furnished and kept in order. A stove and pipe that will not smoke; windows that can be dropped down as well as raised up; blinds, chairs, water-pail, dipper, blackboard and hooks for the children's clothing, are all important items, but often entirely wanting or greatly neglected. Add to this what is of even more consequence,—the exercise of good judgment in the selection of teachers, and their work becomes one of much responsibility.

We are aware that the burdens of taxation have greatly increased of late, and expect to be met with the objection, we cannot afford to establish a High School in such times. But can we afford to deprive our children of the advantages which neighboring towns are giving theirs? Can we afford to see our farms and houses, some of them within a short distance of our pleasant and healthy village, sold under the hammer at ruinous prices, while in neighboring towns, with better school privileges, the value of real estate is rising year by year?

We are also aware that in a town as large as ours a High School cannot be so located as to equally benefit all; but we beg our friends who live at a distance to consider and ponder candidly the fact that they will receive, in most cases, a much larger share in proportion to the taxes they pay, of the generous appropriation recently made to our district schools, than they who live near the village. This certainly is some compensation for any loss of theirs in the benefit of a High School.

In conclusion, we would most earnestly recommend our fellow-citizens to reconsider their opinions and conquer their prejudices upon this subject. And we call upon them without waiting to be driven to it by the enactment of new laws or the enforcement of old ones, to embrace the earliest opportunity to establish and maintain such a High School as the laws of the State and the interests of the rising generation demand.

School Committee.—C. L. WASHBURN, WILLIAM N. FAY, GEORGE O. HANNUM.

CHESTERFIELD.

Want of means, and a scarcity of the right material for teachers, are among the obstacles to complete success. Inefficient teachers are often engaged, who can pass a fair examination; and the committee feel constrained to let them go on because the people of the district like them, or it would cause trouble to reject them and provide others. A real teacher can almost create a good school out of unpromising pupils, if the work is not hindered or marred by those having their home management; and the very nuisances of the school-room often become obedient pupils and rapid learners by a change of residence and proper training in a different school. It is the teaching, not the teacher, that demands our approval, and should receive our praise or censure; and the amount of good done for us and the world, through the right training of our youth, would more fitly determine the teacher's compensation than so much a month for the teacher, good or bad. Nature and the highest and best culture must combine in forming the teacher; and those thus formed should be sought and fitly compensated, while poor teachers can never be engaged at too low a price.

School Committee.—ALBERT NICHOLS, ORSON M. PEARL, C. T. MACOMBER.

CUMMINGTON.

The most prominent defect in our schools is too little oral instruction ; too much confinement to text-books. The true idea of education is to draw out ; to expand the intellect. Its object is to make the child a thinking, reasoning being, and not a mere machine ; to mould and discipline the mental faculties ; to teach how to acquire knowledge, and to apply to practical purposes when acquired.

Those teachers are the most successful who have made themselves masters of the subject they are required to teach, and can bring forth new, fresh ideas from the storehouse of their own minds, and present them in such form as will interest the scholar. No teacher ought to go before his class without this preparation.

School Committee.—ETHAN CLARK, J. W. ROGERS.

EASTHAMPTON.

In the conclusion of their report, the committee would suggest for the consideration of the town, a change in the arrangement of the schools. Suppose the summer schools, beginning early in May, be prolonged, with a short vacation in August, to the last of November, for the special benefit of the younger class of scholars, with the regulation that all the school-houses not needed for the older class of scholars, be closed during the winter. With this arrangement, the younger scholars would be at home the severest part of the year, when they would be least profited by being at school, and the most exposed to cold or sickness by their attendance ; while the older class would attend the High School, or other intermediate graded schools in the centre. Some of the out schools, as now conducted, are too small for profit. In these the grading system cannot be introduced ; and though the schools are small, the classes and studies are too numerous for a single teacher to be able to do full justice to the recitations. Most of the scholars are not very remote from the centre, and the school-houses all belong to the town. As many of them can be used as the number of scholars to be graded require. A less number of teachers might be required with this winter arrangement of graded schools than is requisite under the present system. This arrangement might demand some sacrifices on the part of individuals living most remote from the centre, but it would bring together scholars from different quarters of the town, in classes of the same age and attainments, thereby greatly exciting to emulation, and giving to each teacher much more time to spend in instruction with classes than can possibly be had as the schools are now arranged. And what are some sacrifices on the part of parents, compared with the far greater proficiency of the children in the various branches of education ?

No one can make a bequest to a son or a daughter of so much value as to afford the opportunity of acquiring a thoroughly systematic education, in the best possible circumstances. May not, then, the suggestion of the committee deserve consideration? It certainly is of the highest importance that our schools be so arranged and conducted as to promote in the highest degree the precious interests of the rising generation.

School Committee.—LUTHER WRIGHT, H. G. KNIGHT.

ENFIELD.

We contemplate marking each teacher on a scale of nine, in the following particulars :

1. Religious character.
2. Force of character.
3. Scholarship.
4. Ability to impart knowledge.
5. Government.

Every one coming before the committee for examination, who is marked below mediocrity, will be rejected ; and any one having received a certificate, that does not maintain the standard of a mediocre, will be put upon a list to be refused in case of future application. We would request prudential committees, before re-engaging a teacher, not generally acknowledged to be of superior qualification, to inquire whether his or her name stands upon the list to be rejected. By so doing, the facts need never be known, and the feelings of all will be spared.

It is evident the examining committee must have some standard by which to be governed in their decisions. We propose to reject none but such as lack the medium qualifications needed by a teacher. Can any reasonable person wish us to adopt any lower standard? It is our duty to have "good" schools ; we may have "better," and who is satisfied with anything less than the "best?" We hope to have nothing, in the future, to do with the descending scale.

School Committee.—J. A. SEYMOUR, E. H. ROCKWOOD, A. MOODY.

GOSHEN.

That old idea is retained by some of having the longest school for the least money. We are old fashioned in another respect ; and that is, one committee to contract with the teachers, and another to examine and look after them. So much has been said on this subject, and such a change wrought all through the State, that it seems idle to talk to those who still persist in it. Neither party takes the responsibility of having a competent

teacher. We have the same infirmities of other men, and hence the office intrusted first to one and then another in the district, "rotation in office," it will often come to pass that a man is appointed to fill the trust, whose only qualification to recommend him is a prejudice which will lead him to say, We have a good school when I hire the teacher, invariably bad when you hire. The rest of the district must submit to be ruled by such spirits, or live in a quarrel, either of which is a "choice of evils." In these remarks the committee make no unkind allusions, but simply state a fact which is liable to exist anywhere under this old system. Were it not for the trouble of "breaking up," the committee would recommend for the present, of uniting the East district with some other. It is very expensive running a school for three or four scholars. There is also a great temptation to make a poor teacher answer for so small a school, beside the loss of interest in consequence of no competition.

School Committee.—SIDNEY HOLMAN, GEORGE DRESSER, EMMONS PUTNEY.

GRANBY.

First, we believe that some of our teachers have crowded some of the scholars too hard either for their physical or mental advantage. The amount which the scholar compasses during the term is of comparatively small consequence; the manner in which it is done, is everything. The broad, expansive top is never gained without the deeply imbedded root. We will instance in this report, only one branch—spelling. Three or four columns of fifteen or twenty words each, is too long a lesson for ordinary classes—long enough, in our opinion, for two at least—depending of course considerably upon the character of the words. A suitable lesson having been given, let the teacher insist that it shall be correctly spelled, by each member of the class. And here we remark, secondly, that teachers generally fail in not showing their scholars how to learn a lesson. Just notice how nine-tenths of pupils commit their spelling lessons, for instance. It will be found that the lesson is read over as hurriedly as the letters and syllables can be enunciated, from beginning to end, the eye having no time to impress the form of the word upon the mind, or any peculiarity in the combinations of the letters. When the class comes out to recite, the teacher perhaps asks all who have studied their lessons over to signify it. Of course there is a complete show of hands. John has studied his over, "twenty times." But the same John misspells the first word that is put to him, notwithstanding he rattles it off so promptly. We expected nothing better of John, because we had noticed how he had studied his lesson twenty times. Now we want the teacher to show him and all the others, a better way—to show him that in fact he had not really studied his lesson once. Let this be done occasionally instead of hearing the recitation, the

teacher going through the lesson, word by word, and showing the class how she learns a lesson. We know the benefit will soon be apparent. We believe also that a large portion of the pupil's time is worse than wasted for want of a little proper instruction upon the right method of using his mental faculties.

School Committee.—S. M. COOK, H. S. KELSEY, LUCIAN WARNER.

GREENWICH.

There is another matter that demands your earnest attention. Although Greenwich is the banner town in the county, in the rate per cent. of money raised for the support of schools (.0298)—also in the amount to each scholar (\$7.018,)—second in the average attendance in the State, tenth in the State as to rate per cent., and the thirty-fourth town in the State in the amount raised for each scholar—yet we are placed on the list of delinquents for not having kept the required six months school in each year. We have seven districts, with an average of fifteen scholars each ; or nineteen, if we reckon all who attend school. To our minds, there appears to be but one of two ways in which we can comply with the requirements of the law—either to reduce the number of schools, or raise more money for the support of our schools.

Perhaps some rigid economist may suggest the plan of employing cheaper teachers. Such a suggestion, however, is not worthy of a moment's reflection ; for there are already any quantity of district reports that record from twenty-five to seventy-five cents more per week for board than for the teacher's services ; and this too while all service in other callings has advanced from twenty-five to fifty per cent., and all the necessities of life from fifty to one hundred and fifty per cent. This condition of things, perhaps, more than any other, is driving our best teachers from their chosen fields of labor, because of small dividends. We find, by close calculations, that a young lady will have to teach about two, or two and one-half years, to pay the expenses of one year's schooling, at any respectable academy ; and if she be—as most of our best teachers are—dependent upon her own exertions, she will abandon the teacher's calling, for other and more remunerative employment.

These things are all wrong, from the beginning. There is no occupation so wearing as that of a faithful teacher ; none grow old so fast, or, as a class, die so young, as the devout, earnest, and long-continued instructors of our schools and colleges ; and no class receive so little of that merited sympathy in their difficulties and trials. At the same time they should receive your warmest sympathy, and most earnest co-operation, while striving to develop the characters and minds of your children—those characteristic features of their after lives, which will determine their prosperity and happi-

ness, or adversity and misery, through all coming time. It seems that it is but a just demand of teachers, that we should give them such encouragement, whether it be pecuniary or otherwise, as shall justify them in acquiring a thorough education for so important a calling, with the expectation of a fair remuneration for their services.

But to return again to the matter of our own schools. It is very evident that some changes must be made soon, and we wish to have you give this matter a calm, sober, impartial consideration; constantly keeping in view the best welfare of all your pupils, and the greatest good of all your schools.

You will bear in mind, that one year from this you are to vote again on the question, whether you will dispense with the district system or not. With our seven districts, we have had four schools, averaging from eight to twelve different pupils in summer, and eleven to seventeen in winter; while if we had but four different schools, there would be only an average of twenty-six pupils in summer, and thirty-seven in winter. We wish you to weigh this matter deliberately, that you may act understandingly.

School Committee.—J. W. GOODELL, JOHN WARNER, C. M. POWERS.

HADLEY.

Teachers' Institute.—In the month of April a Teachers' Institute was held here by the State Board of Education. Its advantages were highly appreciated. The lectures, the teaching and other exercises were interesting and highly valued, and gave a quickening impulse to all who were in attendance.

The influences of such a session are invaluable to the community at large directly in enlarging the views of the people, and elevating the tone of public sentiment with regard to matters of public instruction. The influence on teachers is most salutary likewise. They are thus brought in contact with the best educators; they are made acquainted with the best methods of instruction and see them illustrated. Those who attend these Institutes repeatedly, enjoy some of the advantages of the training in our Normal Schools; thus, other things being the same, they are better fitted for the work of the school-room than others can be who neglect to avail themselves of these opportunities.

The District System.—It is our calm and deliberate judgment, made up as the result of our own observation in this town extending through many years, that the district system is incompatible with the highest prosperity of our schools. This conviction is confirmed by testimony abundant and competent. We share it in common with those most familiar with the work of public instruction—members and servants of the State Board of Education, school committees and the best teachers everywhere. In its working in this town it is in a measure unequal. It operates somewhat to

the exclusion of efficient, competent teachers from our schools, and the introduction in their stead of those very poorly qualified for their great work. It tends to frequent changes, capriciously made ; changes without assignable reason other than the desire of change ; changes that are not improvements. Under this system a teacher is sometimes put in a school to the management and instruction of which she is wholly unequal, when, perhaps, in another less difficult she might have done well. Under the operation of this system, the different schools are of very unequal length ; one school during the last year having been in session eight months ; several others only six, and even less. There is a sort of injustice in its operation as respects teachers, in the matter of compensation ; one teacher, employed by one prudential committee-man, receiving twenty-four or twenty-eight dollars per month ; and another teacher, perhaps more competent and more efficient, engaged by another man, giving faithful, laborious service for twenty or eighteen dollars per month.

The district system is a system without system. The interests of each district are consulted capriciously, without any reference to the wants of other schools, or the interests of the town as such.

The High School.—The town is happy in having enjoyed for nearly two years the benefit of a free High School, at a very trifling expense to its treasury. This benefit has been enjoyed without detriment to the Common Schools in any respect. Nothing has been taken from their support in the form of money. Instead, a small addition has been made, to the amount of \$118.50, for the year now closing. The High School acts as a healthful stimulus to both teachers and scholars ; exciting in the one desire and endeavor to qualify their pupils as fast as may be for admission to the school, and stirring in the scholars the emulation to attain this height as soon as possible.

Other things being the same, the Common Schools are better for the High School as it now is, than they could be without it. This advantage has been greatly prized, though not too highly, by those who have enjoyed it. This has been apparent, during the last year especially, in very commendable diligence in study, and the earnest desire to improve in character as well as in attainments. The tone of public sentiment in the school has greatly improved, with a fair prospect of further improvement in the same direction, if the opportunity still be afforded. The instruction has been thorough and faithful ; and those who have enjoyed it and been themselves faithful under it, have gained invaluable mental discipline and been learning to some purpose the great lesson how to study. We have evidence that the advantages of the school are prized, in the eager desire to gain admission, in the disappointment felt in consequence of failure, in the renewed and successful application of candidates once disappointed.

School Committee.—ROWLAND AYRES, W. H. BEAMAN, P. S. WILLIAMS.

HATFIELD.

It is our opinion that greater care should be taken, in the selection of teachers, to get those who have had special training for the work, and can apply the improved methods of instruction. Teaching is a profession, involving a science and an art. Simply one's idea of education, whether it is the acquisition of knowledge, or the development, the discipline and culture of all one's faculties, has an immense influence upon his success as a teacher. His knowledge of the human mind also, so that he will know in what order the faculties ought to be developed, and what subjects are best suited to unfold and strengthen each faculty, will almost decide the question whether one is qualified to teach. There is a right way to do everything. This is very evident in all the minor operations of life. You require of a man that he shall have had special instruction in his art, if he desires to work upon your nice watch. How much more if he is to work upon the mind of your child, infinitely more complicated and delicate than the nicest piece of human mechanism. Yet persons offer themselves to work on the minds of our children, who have never attended a Normal School, or a Teachers' Institute, nor devoted any especial study to the science of teaching. Ask them which of the faculties of a child's mind ought to be developed earliest? or what powers are called into exercise more immediately in the study of the various branches which they propose to teach? and they will look at you with blank astonishment. Because they do not know that reading is largely an imitative art, they waste term after term of the scholars' precious time, and worse than waste it in their witless experiments. Not knowing that the learning of the multiplication and addition, the subtraction and division tables are simply processes of memory, they worry their pupils well nigh to death, and wholly discourage them in trying to make them reason or count them out. And they never succeed in getting them into the child's mind. Their processes of instruction are nearly as absurd as if they should attempt to teach the children to see with their ears. How much of this perverted work on the part of unskilled teachers we see every year, not in this town alone, but everywhere! There is a better day coming for our children, when parents will demand that those who work on the minds of children shall understand the mind, and how to work it. Then those who offer themselves to teach must have had some special training for their vocation. Only geniuses can teach well without earnest and labored qualification. But geniuses are very rare. We would urge it upon the prudential committees that they make it an important consideration in the hiring of a teacher, whether he has given any attention to a preparation for his work.

School Committee.—JOHN M. GREENE, REUBEN H. BELDEN, OSCAR BELDEN.

NORTHAMPTON.

We append the rules by which the administration of the schools is governed, remarking by way of explanation that those sections only which are marked by a * are in force in all the schools in town; those not so marked having local application to the Intermediate, Grammar and High Schools.

1. There shall be three terms in a year of the Intermediate, Grammar and High Schools. The first and second terms shall be thirteen weeks each, and the third term shall be fourteen weeks. The first term shall commence on the fourth Monday of March. There shall be a vacation of seven weeks at the close of the first term; of two weeks at the close of the second term; and a vacation of three weeks at the close of the third term.

2. Morning sessions through the year shall commence at nine o'clock, and close at twelve. The first term, and the first half of the second term, afternoon sessions shall commence at two o'clock and close at five. The remainder of the year, afternoon sessions shall commence at half-past one o'clock, and close at half-past four o'clock.

* 3. There shall be a recess of ten minutes in the morning for boys, commencing at twenty minutes past ten; there shall be a recess for girls, of ten minutes, commencing at thirty minutes past ten, A. M. When the afternoon sessions commence at two o'clock, there shall be a recess of ten minutes for girls, commencing at twenty minutes past three, and one for boys, of ten minutes, commencing at half-past three. When the afternoon sessions commence at half-past one o'clock, the respective recesses shall commence at ten minutes before three, and at three o'clock. In no case shall the two sexes have a recess at the same time, and in no case shall a scholar be deprived of a recess, wholly or in part.

* 4. The Public Schools shall not keep on Saturday, neither on days observed as State Fasts or Thanksgivings. New Year's Day, February 22, May Day, July 4, the two days of the annual Cattle Show in this town, and Christmas, will be regarded as fixed and permanent holidays. When any of these holidays fall on Sunday, the following Monday will be the holiday.

* 5. All the school-rooms shall be opened, and the teachers be present, both morning and afternoon, fifteen minutes before the time fixed for the sessions to begin. The teachers shall require the scholars to be in their seats, and shall commence and close the exercises of the schools punctually at the prescribed hours; and no school-room shall be opened for the admission of scholars, except by one of the teachers.

6. Pupils shall not be permitted to answer the calls of any persons at the door, except of parents or guardians. Messages approved by the teachers may be sent in to the pupils.

7. All notices of concerts, exhibitions, &c., must receive the written approval of the chairman of the school committee before they can be announced in the schools; and all invitations to the schools to attend public exhibitions and shows of whatever kind are prohibited, unless written permission be first given by the chairman of the school committee; nor shall any agent or other person be permitted to enter any school for the purpose of exhibiting, either to teachers or pupils, any new book or article of apparatus.

8. Applicants for admission to the Intermediate, Grammar and High Schools must present themselves for examination at the time and place appointed for such examination by the committee; and no private examination will be had unless the applicant shall show satisfactory reasons for absence from such examination.

* 9. No pupil shall be admitted to examination for admission to the Intermediate, Grammar or High Schools, or for promotion in either school, unless he can produce the certificate of a teacher that, in the teacher's estimation, he is fully prepared to sustain the contemplated examination. This rule shall not apply to scholars not connected with the Public Schools.

10. Candidates for admission to the Intermediate and Grammar Schools are examined but twice a year, and these two examinations are held at the commencement of the spring and winter terms respectively. Candidates for admission to the High School will be examined at the commencement of the spring term.

11. Scholars not connected with the central district schools may be admitted to the Intermediate, Grammar and High Schools at the commencement of the fall term, and to the High School also at the commencement of the winter term, provided that they are able to enter existing classes.

12. Pupils connected with the Intermediate, Grammar and High Schools who through idleness, irregular attendance, or other causes, shall fall behind their classes in the prescribed course, may, on the recommendation of their teachers, be sent down by the superintendents of those schools to a lower class, or, if necessary, to a lower school.

13. Pupils are not admitted to the Intermediate, Grammar and High Schools after the second week of any given term.

* 14. No scholars can be admitted to any of the schools unless vaccinated.

15. No scholars shall be received in the Intermediate, Grammar or High Schools, who do not reside in Northampton.

* 16. Teachers shall give such attention to music as the circumstances of their respective schools will admit; and they shall as far as practicable intersperse singing among the other exercises of the school.

17. It shall be the duty of the teachers in their respective schools to preserve the school property intrusted to their care, to report any injury

done to it to the parent or guardian of the pupil convicted of the same, and also to the chairman of the school committee; and any wanton defacement of the desks or other furniture of the school-rooms, will subject the offender to the liability of replacing the damaged desk or furniture with a new article of the same kind, and also to expulsion from the school.

18. Pupils guilty of defacing or injuring the walls, either outer or inner, of the school building, by writing upon, marking or cutting them, will on conviction, be expelled from the school.

* 19. The practice of self-reporting upon general deportment is prohibited in all the Public Schools of the town.

20. The Centre, Bridge Street, King Street, Elm Street, Paper Mill, South Street, North and South, and Hospital Hill districts shall be designated as Central Districts.

21. The bell shall be rung fifteen minutes before the commencement of the morning and afternoon sessions of the schools, at the commencement of the sessions, at the close of each session, and at the beginning and end of each recess. The principal of the High School shall have sole control of the bell, and each school shall regulate the commencement and close of its sessions and recesses by the bell.

* 22. Potter & Hammond's System of Penmanship shall be introduced into all Public Schools of Northampton.

* 23. When new classes are formed in reading, Willson's Series of Readers shall be used.

School Committee.—H. H. CHILSON, WILLIAM D. CLAPP, WILLIAM F. ARNOLD, A. P. PECK, BELA GARDNER, SIDNEY STRONG.

SOUTH HADLEY.

Your committee are unanimous in their belief that it should not be left with the prudential committees to contract with the teachers. We have no desire to interfere with district rights, or to have this additional and most responsible of all school duties devolve upon us; and we would not suggest a change did we not think the interests of our schools require it. We believe that three men can be found in our town who may be willing so much to interest themselves in school matters, and in the methods of instruction adopted in other and larger places, and to learn where and how good teachers are to be obtained, that it will be far better to leave the employing of teachers with them than with those, as may sometimes be the case, who take little interest in educational matters, and whose habits and tastes may never have led them to turn their steps toward the school-room. Our method of contracting with teachers places them in an unpleasant position at the end of each winter term. There is no party in town authorized to employ them until it is decided at our annual town

meeting whether it shall be the prudential or the town committees. There is always danger that those teachers whom it is most desirable to retain may be induced to go elsewhere. In Chicopee, in Holyoke, and in other places where the town committee employ the teachers, whenever it is known there is to be a vacancy they are on the look-out for a suitable teacher, and when one is found, the necessary means are at their disposal.

Your committee would also suggest that none of the teachers employed in town are overpaid for the work they are called to perform. While the expense of living has more than doubled, and the wages of all laborers engaged in other vocations have been increased, no more money is raised for the support of our schools than was deemed needful six years ago. We have had teachers the past year, well educated, who have spent years in studying with direct reference to teaching, and whose teachings have been of inestimable value to the children they have instructed, who have not been paid as much for their labor by the week as some domestics are paid who can neither read nor write. These facts suggest the only remedy.

Some of our school-houses are far from being neat or comfortable. Our churches are frescoed and carpeted; the doors made to open and close noiselessly, the seats cushioned, and the rooms warmed in a manner most conducive to health and comfort; and they are occupied about three hours in the week. Our school-rooms are occupied twenty-five hours each week, and yet it is difficult to conceive how the surroundings of some of them could be made less attractive, or the internal arrangements more productive of discomfort.

Nor can we do too much for our children. Teachers, school-houses and books are far less expensive than soldiers, and forts, and bullets. Where there have been no schools, rebellion, like a rank thistle, has scattered broadcast its pernicious seeds. The boundary line that separates truth from error and freedom from slavery, is marked by

“The school-house, with its daily drill
Of sunburnt children.”

Let us compare the educational system on one side, with the system of ignorance and oppression on the other—our school tax with our war tax; and in view of the difference in favor of intelligence, let us devise liberal things for the good of those who are to bear our names and occupy our places when we shall be numbered with the generations of the past.

School Committee.—GEORGE BROOKS, ELLIOT MONTAGUE, NORMAN PRESTON.

SOUTHAMPTON.

We submit a few suggestions, the adoption of which would, in our opinion, tend to the improvement of our schools.

First. It is very poor economy to have school only six months of the

year. Much that is learned during the term is forgotten in the long vacation that follows. We ought to have at least eight months.

Secondly. Seek for good teachers; when they are found, retain them in the same schools as long as possible. Only one of our schools has had the same teacher both terms of the year.

Thirdly. To do this we must appropriate more money for their support. We have lost many of the best teachers the town has ever had, because we gave them employment only half the time, and were unwilling to pay what other towns offered them.

Fifthly. There is much in a well-built school-house, neat and tasteful in its furniture, and pleasant in its surroundings, to cultivate good habits and improve the minds of children.

We speak mildly when we say there is not one in town which exercises the influence which it ought. There is need of several new ones, and all ought to be repaired and re-furnished.

School Committee.—ISAAC PARSONS, D. B. PHELPS, NATHANIEL FELLOWS.

WARE.

The State Teachers' Institute.—Last fall the Board of Education held a State Teachers' Institute in this town. When the subject of holding it was first proposed, some doubted its expediency on account of the hard times; but at its close none complained of expense or trouble. About one hundred and sixty teachers and members of school committees were present. Its exercises and lectures gave universal satisfaction. Seldom does the town have such a treat; and seldom do teachers, school committees and citizens have such an opportunity to learn the interests, responsibilities and duties which severally belong to them in the education of the young. These Institutes must do immense good in behalf of this object. The influence of the one held here has been very beneficial to our schools.

The Normal and Common Methods of Teaching.—The Normal method derives its name from our Normal Schools. This method teaches principally by topics; the common method from text-books. The former illustrates and explains the idea, principle, or subject in hand, and then gives its definitions; the latter first gives its definitions, and afterwards its illustrations and explanations. The former assigns a certain topic for a lesson; the latter designates a certain portion of the book to be learned. The former teaches ideas and principles, and the latter rules and processes. The former can use several sorts of text-books in recitations to advantage; the latter must have uniformity in them or be greatly hindered. The former employs the teacher's brain out of school to prepare topics for his classes; the latter taxes his lungs in school by asking endless questions

during recitations. At least one-fourth of recitation time is thus usually consumed. The former requires pupils to recite what they know, without aid ; the latter makes this questioning crutches to help them through their recitations. The former makes pupils self-reliant and independent ; the latter, weak and dependent upon books and teachers. The former is not the whim of teachers nor the fancy of committees, but the result of the maturest thought of the Board of Education ; the latter is to no small extent the framework of interested book makers, book publishers, and book agents. The former is employed in our Normal Schools, where teachers are educated ; the latter, until lately, was used in all other schools to prepare their pupils for every other vocation. The authors of the former labor only for the greatest good of our schools ; the classes interested in the latter aim to make the greatest number of books that will secure the largest sale. This contrast refers to the tendency of the two methods, and not to particular instances of either one. Inferior teachers adopting the Normal method will not equal superior teachers adopting the common method. The former has been introduced into our Grammar and High Schools with much success.

Teachers' Meetings.—Teachers need meetings for mutual improvement far more than do physicians, lawyers and ministers. The village schools can dispense with them better than the other schools of the town. In reference to them teachers may be divided into five classes.

The first class do not attend them because of their distance from the place of meeting. They should be conveyed to and from them. The second class have so much to do out of school that they have not time for such engagements. Some teachers may have valid reasons for not attending on this account, but the cases are rare indeed. The third class confine their labors exclusively to the school-room. They devote to their calling six hours per day for five days, or thirty hours per week ; and in a school year of thirty weeks, ninety days of ten hours each. Most other vocations require ten hours a day for six days, or sixty hours per week, and at least three hundred days in the year. If teachers are paid for the whole year, as they are or should be, surely the demand for a little time daily out of school during term time to prepare themselves for their classes and for these meetings, ought not to be a very exorbitant demand. Lawyers have to prepare their pleas before they enter the court room, and ministers their sermons before they enter their pulpits ; and why should not teachers daily prepare themselves for their classes before they enter their school-rooms, and do something to benefit other teachers if they have the opportunity, even if they themselves stand in no real need of their aid. The fourth class attend these meetings to get good but not to do good. If they are not edified they complain, but they do nothing to edify others. These meetings will be just what the teachers in attendance make them. If they

do by them as they require their pupils to do by their recitations, there would be no more complaint on this score. The fifth class, usually our best teachers, are regular in their attendance at these meetings, and do what they can to make them interesting and profitable to all present. If they cannot get good, they cheerfully employ their knowledge, skill and experience to do good. These meetings are indispensable to a proper understanding and full adoption on the part of teachers of any programme of study that may be introduced into the schools of the town.

Employment of High School Graduates as Teachers in the Town.—Boston educates its own teachers. A weekly meeting is held for the benefit of all wishing to teach who attend its schools, at which school teaching in all its branches, responsibilities and duties is discussed. Gloucester, a few years since, had fourteen teachers in its schools who resided out of town; last year it had but four. Experience has taught that town that its own girls can teach its schools as ably as those from other places. We may not be able to dispense with Normal and experienced teachers for our most important schools, but there is no reason why our High School should not furnish competent teachers for most of the schools in town. School teaching has now a place in its programme of study. During the last year of their school course, let its graduating class attend a vigorous town Teachers' Institute; and during their last term, let them have a daily recitation or lecture on this subject; and experience may teach us that Ware girls can teach as excellent schools as those who reside elsewhere. At any rate, they should have a fair trial. If such preference be given its graduates, then its standard of education becomes the standard for determining the qualifications of all the teachers of the town. This step would be a great stride in advance of the present practice of approving them. They are educated into its system of teaching, and will carry it at once into all their schools. They know from experience what its requirements are, and will strive to give their pupils a full preparation to enter it. They will be its representatives and missionaries to all parts of the town. They will show the town what it is doing, and they will induce pupils from every district to share its advantages. There will be no chafing between its method and their method of teaching. Home association and interest will draw them to the Teachers' Institute. They will increase the unity, harmony and efficiency of all the schools in the town. All its graduates may not be successful teachers, but as large a percentage of them will doubtless be, as there is of those who come from other sources. This course makes all other schools contribute to its just elevation and perfection, and gives it its proper influence over the educational interests of the town. It makes it the model school of the town, and as indispensable to the highest success of all the other schools of the town as they are its highest prosperity.

Interest, reputation and honor will demand of its principal that he should make his pupils first-rate teachers, or the districts will convert them into witnesses against him, and they will soon clamor loudly for his dismissal.

For the School Committee.—J. F. JONES.

HAMPDEN COUNTY.

AGAWAM.

Teachers, too, are needed who have the spirit of their vocation, and are qualified and desirous to be useful in their employment. We ought to have no others, and we may have these if we will pay them enough for their services to make it an object for them to take our schools. It is an error to suppose that the public good in any business is as well promoted by inadequate and stingy salaries, as by fair, just, or generous compensation. And to deal niggardly with those who perform mental labor for us is far worse in its results than it can be in the case of those who render only manual service. Take away from any one the hope or the consciousness of receiving a satisfactory equivalent for his labor, and you deprive him of the vital force essential to success in his work. The economy is like that which withholds provender from the work-horse, or fuel from the steam-engine—loss of muscular strength or mechanical motion. The heart of a teacher must be cheered and made strong by all suitable support, so that it may have the propelling power to do a work which can never be done with a feeble, irresolute and distracted purpose.

School Committee.—RALPH PERRY, CYRUS BELL, NEWBERRY NORTON.

CHESTER.

It is with much pleasure that the committee are able to report that our schools during the past year have enjoyed an unusual degree of prosperity. There has been less complaining, fault-finding, and discord than usual. There seems to have been a moral reformation in the community—silent, slow, yet sure—effectually removing this fault-finding spirit. The number of those who take an interest in our Public Schools is increasing, and it is very desirable that this interest should continue to increase, till parents, especially, shall feel it their duty to visit the school; to encourage and

sustain the teacher in his arduous and responsible duties ; to impress upon the minds of their children the duty of obedience to the rules and regulations of the school, and encourage them to excel in everything that is lovely and of good report.

School-Houses.—In a former report of the committee the school-house in the centre district was represented as bad, though located in the centre of everything good. We are sorry to say that the house has not improved very much in its external or internal appearance the past year. Some repairs, however, have been made. The door leading to the school-room has been repaired, so that the children are obliged to open the door to obtain ingress and egress to and from the room. Formerly this was unnecessary, especially for the small scholars.

The house in No. 2, Dayville, is an old house, cold, uncomfortable and unfit for use, except in summer ; not as good as the house in No. 1. The school-house in No. 6, though not as old as those already noticed, is in a dilapidated condition, and needs repairing soon to save it from final ruin. We are aware that our school districts are poor, unable to build elegant and costly houses ; but they should, at least, try to make them comfortable and convenient, and also as attractive and inviting in appearance as possible.

In accordance with a vote of the town each school district chooses its own prudential committee, and the committee selects and contracts with the teacher. It sometimes happens that a man is elected to this office because "it is his turn," and not for the good reason that he is well qualified for the place. We incline to the opinion that a man who has not been inside of a school-room, when the school was in session, for ten, fifteen or twenty years, is not a proper person to select a teacher ; though he may be somewhat shrewd, in the common acceptation of the term, and get a cheap teacher and have a long school ; not knowing that a long poor school is worse than a short poor one, and that either is worse than none. We would urge upon the several districts the importance of electing men to this office who take a special interest in the welfare and prosperity of the school ; who visit the school, and are willing to pay liberal wages and thus obtain the best teachers. .

School Committee.—CHARLES M. BELL, CHARLES FAY, ALFRED S. FOOTE.

CHICOPEE.

One of the greatest obstacles which stands in the way of a comprehensive and an efficient school system which shall provide for all the wants and requirements of all the schools, is the present division of the town into school districts. For a more perfect organization, embracing all our educational interests and making them more effectual for the accomplishment

of the great work for which they were designed, it has become more and more apparent to every intelligent mind, that they should be placed wholly under the control of one management. As at present arranged, under different influences and a divided control, its action is not equal throughout the town. In some districts, all the means for instruction, for illustration by maps or school apparatus of the branches taught, a suitable and well-arranged school-room, with all attending conveniences,—all these are furnished and provided for in a most liberal manner,—while in others, they are not furnished or provided for at all, or else done in the most stinted manner. Bringing everything within the narrowest limits of pecuniary expenditure, the schools absolutely suffer for the want of these necessary conveniences ; and the effect of this is obvious in the great disparity in the intellectual culture of the pupils in different districts.

It does not secure the best class of teachers, or those best adapted to the wants of the school. In this respect there is great need of change. The prudential committee, who hires the teachers, may or may not be fitted for the duty. He can provide wood for the fire, and repair the school-house when required, but be entirely incompetent to judge of the intellectual wants of the school. As a general rule, the selection of the teacher is made without much reflection ; limited for time when chosen for the office, the one nearest at hand is taken ; the choice, if any, is made from a narrow circle, and sometimes the motive which directs it may be personal and selfish. To be sure, there is chance of failure in the hands of the wisest ; but that chance is greatly diminished when the selection is to be made by three or more persons instead of one, and those too who are fully acquainted with what is required, and whose opportunity for a better choice is more ample and extensive.

It also produces distinctions between different districts, which cause, not unfrequently, invidious discussions, exciting envies and jealousies which work unfavorably towards the cause of education. It also, and above all else, is an obstacle, by introducing another jurisdiction—a power within a power—which, within its narrow circle is capable, if disposed, as is often the case, of absolutely and effectually opposing and blocking all attempts for improvement. Any plans, suggestions or changes which are desirable and which should be made and carried out, and those too which are absolutely necessary for the good of the schools, are rendered null or well-nigh useless by the indifference or want of co-operation on the part of the district committee. Frequently incompetent to judge, still he interposes his authority, and the good that might be done is for the present hindered. While the town committee are chosen by the whole town, and are held responsible for the character and success of the schools, the very means and instrumentalities by which this is to be accomplished are removed from them, and placed in the hands of others. Here are responsibilities which

the town committee are compelled to accept, and are held accountable for results over which they have a very limited control.

It is certainly obvious that a change should be made, and the whole management placed in the hands of those whose opportunities and knowledge render them competent for the work, and who alone are responsible and can be made responsible for it.

School Committee.—P. LEB. STICKNEY, J. R. WILBUR, B. V. STEVENSON.

GRANVILLE.

Your committee are constrained to believe that by far the greatest obstacle to the prosperity of our schools is our inconvenient and uncomfortable school-houses. We have but two or three good, comfortable houses in town. Most of them are very old and open. None of them are adapted to the present improved models of teaching.

A school-house should have no more windows than are necessary to light it sufficiently, and then the entire space on the walls, except what is occupied by the windows and doors, should be appropriated to blackboards made of good hard finish. This is an absolute necessity in a good school-house. No teacher can do justice to a school without being furnished with such an appendage, and knowing how to use it for the benefit of the school. To hire teachers and put them into such school-houses as we have, is like sending men into your fields to mow your grass, with scythes which have not been ground since last year; or like setting a mechanic to work without tools.

School Committee.—GEORGE D. FELTON, AUSTIN GARDNER, M. T. GIBBONS.

LONGMEADOW.

Fellow Citizens:—We respectfully bespeak the reading of this report. The request seems needful because of the evident neglect of many to give more than the hastiest glance, and perhaps not even that, at the facts and suggestions which we lay before you. Questions are often asked by those professedly interested in common education, which manifest singular misapprehensions and needless ignorance on points repeatedly and abundantly explained in the annual reports. The cause of education must rest upon the only sure basis of the thoughtful and enlightened interest of the masses of the people. The greatest hindrance to its due success is in the crude, hasty and conflicting opinions of those who come to the ballot-box to decide upon means and measures. The design of printing these annual reports, which are not only submitted to you, but also to the careful examination of the Board of Education, is to secure the more thorough discus-

sion and practical consideration of all educational questions, as well as an historical and reliable summary of the actual progress and results of the Public School system of Massachusetts. The legal requirement that the reports shall be printed tends to secure a more careful selection of the committee, since these reports are to be permanent documents, belonging to the recorded history of the town and Commonwealth, and this, as gathered from the town reports and published anew in the successive annual volumes of the Board of Education, goes into the libraries of other States and countries, and becomes valuable for universal and standard reference. Therefore, while discarding any claim to personal attention on account of any superior wisdom, we submit, that having been expressly chosen by your own voice to take charge of the educational interests of the town, and to prepare for your inspection these reports, we have the right to be read, and, for the sake of the common cause, to have your intelligent judgment on such facts and suggestions as are made available by our special experience as your committee. We hold ourselves responsible for the facts, and as to our inferences and suggestions, we submit them to your approval or correction.

School Government.—The proper government of a school, which all agree is indispensable, lies between two extremes : the government of force or will, and the government of influence or conscience ; we might say, the extremes of penalty and love—the police and the parental system. Advice is not government, and just as truly may we say that force is not government. In all cases where considerable numbers are to be controlled, and where our account must be laid with the average amount of human depravity, there must be both penalty and influence. The school-master beareth not the ferule in vain. There must be more or less of terror to evil doers, but there must also be praise to them that do well. In one case, and at a given time, fear must be the motive and the main reliance of school government. When a scholar will not be ashamed to do ill, let him be afraid to do it. While the dragon eye and tense nerve of personal power shall keep one boy pinned in a corner till he quails, the smile of loving approbation shall make another boy a law unto himself. The affectionate suasion of a kindly parental government may answer in a small school of assorted pupils, when it will utterly fail in a large and mixed company, gathered from all quarters. Parents and guardians are apt to lean to one or the other of these extremes, without duly considering the manifold difficulties which beset the teacher, not the least of which arise out of these conflicting currents of public opinion. One man talks loudly of force, the cowhide and dragon style of school-keeping—wholly unattainable, in his opinion, by female teachers. His notion is that boys generally are wild asses' colts, and need breaking in, according to the methods which prevailed before Rarey came upon the stage. But if the

teacher puts this theory into practice, then rushes some passionate and inconsiderate parent into the school, with vituperations which manifest his own need of a castigation. Now and then, there is a teacher of the ferule order, who, by the mere force of personal will and muscular authority, succeeds in subduing an unruly school, and gaining a temporary popularity. The visible results of unusual stillness and order are very impressive for a time; but by and by this system of government proves its own shallowness, and loses the respect which was at first accorded to it. And there is now and then a teacher of the moral suasion order, who, by a superior combination of all winning qualities, obtains and keeps the position of a beloved and successful teacher. But it should be remembered that such highly superior minds, who rule by their personal force, and symmetry and beauty of character, are comparatively few, and apt to be soon out of the reach of average wages. They frequently get married. Would that they were more plenty; but the fact of experience is, that we must lay our account with the average quality of teachers who are actually within our reach.

Moral Support.—To those teachers of average ability, there is imperative need, in order to the reasonable success of school government, that the district give their moral confidence and support. Many a teacher is speedily undermined, and the school fatally injured, by evil surmises, and inauspicious prophecies, and slanderous reports. Your teacher, through youth, inexperience, or indiscretion, may make mistakes. What then? Mention it to the committee. Let him at once investigate and correct the mistake if he can, by private interview and personal advice. But do not whisper it to your neighbor, much less speak of it aloud before your children. If they suspect a want of confidence in the teacher on your part, it will ruin her moral influence over them. If they hear you say, "The school is doing nothing; the children might as well be at home," that is a direct premium on idleness, insubordination, tardiness and truancy. You may be creating the very evils of which you complain, and which you charge upon the teacher.

Private Schools.—There is a place, and perhaps always will be, for private and select schools. Wherever the public system is below its proper standard, or for any reasons under-estimated, there will be many parents who desire and will have schools of their choice. But the true theory towards which we are striving in this Commonwealth, is to make our Public Schools the best and most desirable for all the people. While the general progress is moving slowly, but we hope surely towards this result, in some localities it may seem for the present a retrograde movement, as, in tacking before the wind, a ship appears to lose; and sometimes private schools unintentionally and unavoidably help just now this backward movement. The Public School is temporarily eclipsed and depre-

ciated; there is a tendency to disown the Common School on the ground that the contact of the children of different classes and conditions will be morally and socially detrimental. But is this so, in the long run? Is it best to segregate the children of what is called the best society from the rest? Is not robustness of virtue after all better secured, generally speaking, by that exposure which our Public School system demands, to the average moral influences, good and bad, which pertain to the common life of American citizenship? There is a tender, green-house culture which may sadly unfit for the ruder blasts of temptation and trial which must come. We appeal to the numerous examples of our best and purest men and women known to American history, or personally known to us. Does not the aggregate testimony of this personal history confirm the position, that the exposure of the Public School was no hindrance, but in the end a blessing? We acknowledge exceptions, and that every parent has the fullest right to the exercise of his own discriminating judgment as to his own child; but the question should be one of public expediency, which must finally coincide with private interest. Is not, then, the influence of the best society and the highest moral culture due to the Public School, and to those children who may lack these advantages? Is it right, in view of the large and public-spirited principles which built up a Christian commonwealth, to segregate the children of the best families from the Public Schools, and by building up private schools, to disparage and practically disown them—leaving them out in the cold, as fit only for certain children who are under the ban of good society? The whole system of common education is put under trial by such questions. If we do not wish to raise up dangerous classes, and perpetuate the alarming evils of alien ignorance and superstition, we must fuse the second generation, as early and speedily as possible, into the American spirit and American ideas. And what can do this so surely as our Common School system?

Male and Female Teachers.—Get male teachers, provided good ones are to be had, and you are willing to pay for them. But the experience of the Commonwealth at large for many years has been steadily growing in favor of employing female teachers for the majority of our Public Schools, because of their superior average fitness, their superior availability, and their comparative cheapness. In these extraordinary times, when war and labor call so loudly for the brain and sinew of the one sex, and when the other is so numerous unemployed as to excite the honest commiseration of our governor as to what shall be done for the “anxious and aimless,” we say, by all means let them teach our schools. It is absurd to search for some rare male specimen, who can be had in such stirring times as these, to teach a little district school at greatly increased wages, simply because he wears pantaloons and can terrify small boys. But in some cases, for the winter schools, we favor the change to a male teacher, if the

right one can be found, and the people are willing to pay the enhanced price of male labor pertaining to these times.

School Committee.—JOHN W. HARDNIG, ALBERT B. PEABODY, HORACE S. NEWELL, MASON WILLARD, NOAH BLISS, WILLIAM C. EATON, MARVIN H. PEASE, JOHN C. PORTER, ELIHU H. DWIGHT.

LUDLOW.

Another defect, to which we would call the attention of our fellow-citizens, is the want of equality that continues to exist with regard to school privileges in the different districts. For instance, in one district, the last year, the scholars have had but one term of less than three months. In another district, a school has been kept during eight months of the year. We do not by any means consider that the last-named district had too much schooling, but rather the first too little. We believe, however, that the town which is responsible for the support of schools, is under an equal obligation to each child within its limits, and that system is unjust and should be remedied which gives a child in one part of the town double the school privileges which it accords to one situated in another part.

School Committee.—W. D. FULLER, GEORGE BOOTH, GEORGE R. CLARK.

MONSON.

Teachers should understand that it is not enough that they have a tolerably competent knowledge of the sciences they will be required to teach, but that they should have command of the best means of imparting knowledge to others; and if they cannot well afford (as some doubtless will plead,) the expense of a Normal School course of instruction, then we say, let them avail themselves of other means offered for their improvement in the art of teaching, and which they can do without incurring any considerable expense, viz.: the helps of teachers' associations and institutes. And especially let them secure the aid of that valuable periodical devoted to the subject of education, which they have heretofore so culpably neglected—the "Massachusetts Teacher."

We hope not to be mistaken in the importance we may seem to attach to Normal School preparation for teachers. We do regard it as among the first, if not the first means in the educational arrangement of this State for the benefit of Common Schools, to fit them (teachers) for eminent success as such.

Still we are not so ultra upon this point as to deem it impossible for its equivalent, or a very near approximation to an equivalent to be found in other means, to some of which we have just alluded. The point we wish to make prominent is, what seems to us to be a fact, that the grand need of

our schools at the present is, (as before stated,) teachers especially educated for the employment. We are aware that natural tact is the first important requisite for a good teacher. But that the natural talent may be improved by education we regard as equally true. A man may possess a good natural mechanical genius, and be educated for the work of and make a first-rate blacksmith, who would still make a very blundering business in making a watch, and we feel that many of our Common School teachers are but little better prepared for their work.

We therefore repeat it that teachers in order to excel in the art, need an especial training for the work and that the want of this is a great lack in very many, if not a majority of our schools. We feel that a reform in our schools in this regard is needed, but are not tenacious of the means if the end be secured.

School Committee.—JOHN P. CADY, HENRY S. WARD, CHARLES HAMMOND.

SOUTHWICK.

The school committee would make the following suggestions in regard to schools, which they "deem necessary or proper to promote the interests thereof."

Nearly all the school-houses need extensive repairs, some of them being totally unfit for the purpose for which they are used.

One good chair or more is a great convenience to a teacher. The district not provided with one should take the hint.

Those school-houses which are "without an appendage which modesty and decency require, and which may prevent unchaste thoughts and indecent exposures from maturing into an unchaste life," should have the want supplied.

Shade trees would make the houses more attractive and comfortable.

More extensive blackboards are needed.

Some of the scholars are poorly supplied with books.

A disposition to sustain, rather than find fault with teachers would be a movement in the right direction.

More frequent visits to the schools by parents would be beneficial.

Examinations at the close of each term, well attended by parents and others, would be a good stimulus to teachers and scholars.

An earnest effort on the part of parents to prevent absence and tardiness would do much to promote progress in the schools.

School Committee.—JOS. W. ROCKWELL, LUTHER FOWLER.

SPRINGFIELD.

Supervision of the Schools.—Under this head, we have been accustomed heretofore, to advert to the importance and pressing necessity of establishing the office of superintendent. Happily there is no longer any occasion for doing this ; and our only object in now introducing this topic, is to refer to the arrangement made by the committee the last year, by which the principals of the Grammar Schools, (except the Court Street) and of the first Intermediate Charles Street school, are, to a certain extent, invested with a supervisory power over the groups with which their own are respectively connected.

In pursuance of this arrangement, the teachers invested with this power, have, so far as they could consistently with the duty they owe to their own schools, occasionally made short visits to the schools so placed under their charge, and have given to the teachers aid and counsel in the classification, discipline and general management of the schools, and have made reports from time to time to the committee as to their condition.

The working of this plan of auxiliary supervision has been exceedingly beneficial. While the committee have been enabled, through this agency, to exercise a more efficient and special superintendence over the schools, the schools themselves have as a whole received much advantage from it, as manifested in the general improvement that has been made in their condition. That part of the arrangement especially, which relates to the conduct of the pupils on the premises around the school-houses and adjoining streets, and gives cognizance to the teachers invested with this supervisory authority, of all misdemeanors committed on those premises or streets, by whatever pupils committed, is found of great practical benefit. The influence of this power, though it may be but seldom exercised, is felt through the whole group of schools, operating silently but effectually in preventing transgression. Before this arrangement was made, quite a fruitful source of trouble to the schools was the mischievous and disorderly conduct of scholars outside of the school buildings ; and complaints were sometimes made to the committee, by persons living near the school-houses, of trespasses and disturbances committed by children belonging to the schools. But during the last year there has been a striking change in this respect, so that we now seldom hear of such occurrences.

Although we are soon to have a superintendent of schools, whose whole time will be devoted to this work, yet we think this auxiliary system of supervision may, to some extent, be still continued with much advantage.

Adult Evening School.—During the last winter, the teachers of the school were Joseph W. Browne, principal, and Joseph B. Gardner, assistant ; the former having charge of the male, and the latter of the female department.

The school was opened December 7th, in the usual place—a basement room in the City Hall. In a short time the number of scholars was so large that it was necessary to divide the school, and the female department was transferred to one of the school-rooms in the town hall. The two divisions were occasionally brought together for general exercises.

The school began this winter, Tuesday evening, December 6th, and is under the charge of the same principal, Joseph W. Browne, with E. B. Maynard, assistant. It is held in the spacious and convenient room in the second story of the town hall, and being well furnished with seats and desks, the accommodations provided are better than in any previous winter. The school is larger than ever before, and probably additional aid will be required in the instruction of the classes.

The school has opened very auspiciously this season. The whole number of scholars is one hundred and fifteen, with an average weekly attendance of from eighty to ninety.

The following report of the principal gives some interesting details concerning the school :

SPRINGFIELD, December 24th, 1864.

TO JOSIAH HOOKER, ESQ., *Chairman of the School Committee :*

SIR,—Your request for a brief account of the Public Evening School for the winter term of 1863-4, is respectfully complied with in the following report :

The school opened on the 7th of December, with one hundred and nine scholars, and continued its session fourteen weeks. The average attendance of the whole school, for the first two months, was seventy-seven ; but, during the latter part of the term, it was gradually reduced by various causes unavoidable, to fifty-six—thirty-two in the male, and twenty-four in the female department. The general attendance was far better than that of the previous year, and the interest manifested by the scholars, especially the males, was much more encouraging. These facts are, in a considerable degree, attributable to the improved accommodations of the school-room, and to the maturer years of the scholars in general. Discipline was readily maintained ; and the school, freed from all serious annoyances, was a pleasant and profitable one to all who appreciated its privileges.

The studies pursued, and the number of classes formed, were nearly the same as those stated in the last annual report. Those of the male department who studied practical arithmetic and simple forms of book-keeping, in connection with the usual tasks of reading, spelling and writing, made good progress ; while the females, under the immediate instruction of J. B. Gardner, assistant, (whose place is now supplied by Mr. E. B. Maynard,) won for themselves worthy claims to commendation for marked advancement in the studies of their department.

Twice during the term, public exercises in reading and spelling were held, at which prize books were awarded by Mr. Parish and Mr. McIntyre, to the best spellers—Peter Sullivan and Charles Dezotelle.

This winter, the school numbers one hundred and fifteen members on its record, with from eighty to ninety in attendance ; and thus far, it has shown better promise of success than heretofore. With our present increased facilities for study, and the industrious spirit now manifested by all, we hope to meet the expectations of the interested and generous public.

Yours in respect,

J. W. BROWNE.

The present city government have, in the closing part of its administration, adopted measures in reference to the school department which lay the foundation for a radical change in its organization and management, and a reconstruction on a new and better plan of a large number of our schools.

The first of these measures is the provision by a city ordinance for the appointment of a superintendent of schools, with a liberal compensation for his services. This is an important measure in many points of view. It will, if properly carried out, place at the head of the department a man of eminent qualifications, whose whole time and talents will be exclusively devoted to the service; while at the same time the committee will exercise, whenever they deem it expedient, a superintending and advisory power in all matters pertaining to the schools. Under this arrangement, the department will take a higher position and character among our municipal organizations and be entitled to and receive more consideration and favor than has heretofore been accorded to it. Moreover, under the charge of a superintendent, a more constant and thorough visitation and supervision of the schools will be attained; and, with one active and highly gifted mind wholly devoted to the service, shaping and directing everything in relation to the management of the schools, a greater degree of uniformity and consistency will mark their arrangements; and, for the same reason, the whole school department will undoubtedly be conducted in a more systematic and economical manner than it possibly could be under the former organization.

The committee have every year, for a long series of years, recommended and urged the adoption of this measure; and it has only been under the cherished hope that such would soon be the result, that some of them, at least, have been induced to continue from year to year to render their imperfect and almost gratuitous services in discharging the trust committed to them.

At the head of our schools in grade, stands the High School. This school has been in operation as a High School for the whole town or city since May, 1849. Prior to that time it had been maintained for several years by the centre district as a school, in the character of a High School, for its most advanced scholars—kept at first in the second story of the State Street school-house—afterwards, in September, 1848, transferred to the present High School building, which was erected for the purpose by the centre district. By an arrangement between the city and that district, it was changed in May, 1849, as above intimated, from a district to a town or city High School. The school has been under the charge of Mr. Parish as principal, since September, 1844, or about twenty years.

The history of the school reflects the highest honor on the principal and his numerous associates. That it has accomplished a large amount of good in this community, cannot admit of a question. Its usefulness is seen and felt in the constant agency and influence it is now exerting in the education

of the rising generation ; and in the past, it is attested by the great numbers who have been prepared by its training for the various positions in active life which they now occupy. These results are seen both at home and abroad. Many of the graduates of the institution are living among us, discharging the duties and sustaining the relations of respectable and useful citizens—while others have gone abroad, and are to be found in all sections of the country, and in almost every department of labor and duty, fulfilling honorably the great purposes of life, and all cherishing a grateful remembrance of their early instructions in this school.

It has served the purpose too, to a great extent, of a Normal School in preparing and furnishing for the subordinate schools well qualified teachers, from the daughters of our own citizens—and at the present time, a large proportion of our schools are thus supplied.

Again the beautiful order that prevails—the systematic and harmonious arrangements of the several classes and departments—and the self-regulating principle which so thoroughly pervades all the movements of the school, are the admiration of visitors.

The instructions, too, in the several branches taught, are carried to a degree of thoroughness and perfection that could hardly be expected, considering the difficulties and embarrassments which are encountered in the restricted circumstances of the school—affording a decisive attestation to the fidelity and talent of the teachers. The wonder is, that in spite of these obstacles, they should be able to accomplish so much.

That in the present organization of the school there are some palpable deficiencies, which ought not to exist, both the committee and teachers have long realized and deplored, and every proper effort has been put forth to supply them. The most prominent of these deficiencies, and one that has been most the subject of complaint, is the want of a distinct classical department, with a gentleman of superior qualifications in charge of it, making it a specialty to prepare boys for college. But this object cannot be accomplished so long as the school is restricted to the single school-room it now occupies ; for, in the first place, there is no suitable recitation room connected with the school that can be appropriated to this department, all the rooms being now occupied through every hour of each session by classes in other branches. And then again, if there were such a room it would be of no avail, because with the present number of pupils attending, it would be impossible to accommodate with seats the new scholars that would come in to take advantage of the improved facilities in the classical department. It is true, therefore, as has often been urged by the committee, that this plan can never be carried into effect until the new school-house that is in contemplation is built, and the Grammar School which now occupies the lower room of the High School-house shall leave it, and the whole building be exclusively at the service of the High School.

Mr. Parish, the principal of the High School, has labored in this field faithfully and successfully for a score of years—and through each successive year has exerted an influence in forming the moral and intellectual characters of our youth, the value of which cannot be easily measured, and through them has rendered a service in this community, that entitles him to the most grateful acknowledgments of our citizens. And with him, as co-laborers in this field, there has been a succession of hard-working, faithful and accomplished female teachers, who have devoted themselves with enthusiasm to the service—one of whom, of inestimable worth, has been associated with him through the whole period of his twenty years' charge of the school, and is still rendering in the same position most acceptable service.

Under the management and instruction of these teachers, this school, as we have said before, has been and is now a most valuable and useful institution in this community—and among the Public Schools of this class in our own Commonwealth, and indeed in New England there are but few, if any, that have gained a wider reputation, or commanded more generally the respect and high opinion of the friends of popular education. Yet strange as it may seem, here at home, this school has for a long time been subject to insidious and malign attacks through the newspaper press of this city—and coming, too, from those who have no personal knowledge of its merits. The injury thus unjustly and cruelly done to the feelings and the reputation of four excellent teachers, without any provocation on their part, is beyond calculation. The committee therefore deem it their duty, as a matter of justice to the principal and his associate teachers, to put upon record, as they now do in this report, their high appreciation of the character and usefulness of this school; and, in corroboration of their opinion, they appeal with confidence to the parents of the numerous pupils who have been educated in the school, to the pupils themselves, and to our whole community.

Chairman.—JOSIAH HOOKER.

TOLLAND.

It is poor economy to appropriate a meagre sum for education. Residents who revolve the question whether to remain, or emigrate to some other part of the country, are much influenced in their decisions by the state of the schools. If facilities for the proper education of children exist, families are less disposed to remove from a town. But if little attention be paid to this matter, a reason is thus furnished for a change of residence. This is one of the causes operating to increase the population of the larger towns and diminish that of the smaller. To retain as many of our townsmen as possible, it is important to take especial care of our schools, that

they may be equal to those of the same class in any part of the country. For this purpose liberal appropriations of funds should be made from year to year.

School Committee.—GEO. FORD, W. W. HARRISON, BENNET MOORE.

WESTFIELD.

We are aware, that after the many generous things the town has lately done in this direction, and at a most discouraging time, we may appear to be pressing importunate claims. As year after year we renew former suggestions, and add new ones, it may seem as if there is to be no end to our demands. There is an end. It will be gained when the means of obtaining such a degree of instruction as the state of society and civilization in which we live renders reasonably and ordinarily desirable are brought within the reach of every intelligent youth. We are not more constant than is the matter with which we have to deal. The work of education is never ending, still beginning. There is always the same ignorance, the same inexperience, to contend with in each successive generation. If the means now furnished are insufficient for the task, it is, in great part, because our steady prosperity is exhibited in the increase of population. That prosperity must not shrink from its responsibilities. None compares in importance with that which concerns the character of those who are soon to fill our places. While we are deliberating, our children are passing beyond our control, their character and standing fixed for life by the influences with which we surround them. The natural interest which we feel in their destiny, and the time and labor expended in their behalf, are not without its reward upon ourselves; our own minds and hearts are elevated and purified by the thought of elevating others. More clearly, also, than ever before, it is demonstrated by the events now passing in our country, that education and civilization are the surest foundation of the strength and prosperity of a people. The Common School is the weapon with which we conquer, and which, mightier than armies, is to establish the land in peace.

School Committee.—SAMUEL FOWLER, M. B. WHITNEY, THOMAS KNEIL, H. M. MILLER, E. DAVIS, H. B. LEWIS.

FRANKLIN COUNTY.

BERNARDSTON.

Retaining Teachers more than One Year.—We have in the past year seen the advantage of retaining good teachers in their schools for a succession of terms. Becoming fully acquainted with the ability, character and attainments of each scholar, they are prepared to teach and govern without any hinderances, and without consuming any time in learning where each scholar stands, and what he can do. We have plenty of good teachers, and we believe it would be a decided advantage to our schools if their services could be secured, and their connection with their schools made, in some degree, permanent. A thoroughly good teacher cannot be kept too long, as a general thing, nor a poor one leave too soon. Every year's experience renders it more and more evident that the good teacher is not only the best, but the cheapest. We estimate the value of labor by the amount and thoroughness with which it is done. Work half done must be done over again; while that which is well done is done forever. It often happens that the good teacher finds it absolutely necessary to take his pupils over all the ground they have previously been over, and just so much time is wasted, which might have been saved had there been none other than good teachers employed.

Health.—It sometimes happens that teachers are employed who are physically incompetent to perform the necessary labor incident to the position. Those who have this business in charge should remember that teaching is not a mere pastime, which any delicate young lady or gentleman can do who cannot do anything else. It involves a degree of labor above what many suppose, and absolutely requires that strength and calmness which is the accompaniment of good health. A nervous, irritable person, easily excited to fear or anger, and so delicate physically as to be easily overcome by a little extra exertion, is not adapted to the school-room; neither to the care of children nor the work of instruction. There are hot days and cold ones, rain storms and snow-drifts outside, and a necessity for constant mental and physical effort inside the school-house; and the young lady or gentleman who is too feeble to work at the ordinary employments of life, is too feeble for the responsible position of teacher, however excellent may be his or her literary qualifications. Hence we earnestly recommend to prudential committees to let this consideration

influence them in the choice of teachers, and thus avoid many unpleasant interruptions of the schools.

School Committee.—H. B. BUTLER, G. L. RUBERG, NOYES BARSTOW.

COLERAINE.

Examination of Teachers.—We suppose that it is generally known that the regular days for examining teachers in Coleraine are the first Monday in May, and the first Monday after our annual thanksgiving. Notwithstanding this arrangement, the committee are often put to the trouble, and the town to the expense, of a second, and sometime a third examination. We would suggest to prudential committees the importance of having the teachers all present on the regular days for examination, and thereby save the expense of a second or third meeting. In this connection we would say, that no teacher has a right to open a school, or exercise any authority over a scholar, without a certificate of their qualifications from the school committee. Sometimes teachers trust to former certificates; but it should be understood that no certificate can be good for but one year, and the committee can write them for but one term, if they see fit. We do not mean to say, that the law requires that a teacher who may be employed term after term, and year after year, in the same town, should necessarily be examined every term; but we do say that they should apply for a certificate, and the committee can require an examination as often as they shall think proper. We would say, in conclusion, that the amount of good to be derived from our Common Schools depends very much upon the amount of interest manifested by the parents. The best teachers cannot of themselves make a model school, without the hearty coöperation of the parents, to encourage them and animate the scholars. If you would have your schools prosper, visit them often; you cannot prize them too highly.

School Committee.—O. J. DAVENPORT, H. SMITH.

CONWAY.

The multiplicity of classes in many of our schools is a serious evil. Many parents greatly err in respect to this. "My boy," says one, "was three pages ahead of my neighbor's boy last summer, and I am not going to have them both in the same class this winter. My boy wants to go on, and he shall." The teacher perhaps yields to the urgency or the ill temper of the parent, and two classes are formed, when, in fact, the more forward boy would derive more benefit from a thorough review than he would from "going on." The teacher, having a multitude of classes to attend to, can devote but little time to each, and gives but superficial instruction.

Parents then complain that the children are not thoroughly taught, and blame the teacher, when the fault, in fact, lies at their own door. It will perhaps be said that the teacher or the committee should take a firm stand in respect to this matter. This is sometimes true, but not always. The president of the United States cannot successfully go far ahead of public opinion; neither can those who manage our Public Schools. Two or three wilfully wrong-headed persons can sometimes exert influence enough in a district to destroy the happiness, and prevent the success even of a good teacher.

In the month of November last, a Teachers' Institute was held in this town with marked success. We doubt whether there was one who attended it without deriving benefit from it. If the mode of conducting our schools can improve as fast as the mode of conducting Teachers' Institutes has for the last ten years, the progress will be rapid indeed. Those of our fellow-citizens who opened their doors, and furnished accommodations for the members and visitors, may congratulate themselves on having done something, at least, to aid in elevating the standard of education among us.

We will suggest for the consideration of our fellow-citizens, whether it would not be well to have our school-houses built at the expense of the town. This is practised in many places. The richer districts thus help the poorer ones, and the burdens, as well as the advantages of school education are more equally divided.

School Committee.—R. A. COFFIN, J. V. LENTELL, E. CUTLER.

DEERFIELD.

Not to mention many other evils arising from want of proper ventilation, we cannot doubt that numerous cases of difficulty in our Public Schools have their origin in the dulness of intellect, and at the same time the restlessness and irritability of both teachers and scholars from this cause. This is especially liable to be the case in our smaller school-houses, where twenty scholars, perhaps, with their teacher, are almost hermetically enclosed in a space not one-half, or even a third as large as they should have. And yet, when matters do not go right with teacher and pupils, every other reason will be thought of but the real one. How can either teacher or pupils be themselves, and maintain a right spirit, and apply themselves to their duties, when the lungs labor, and every nerve is unstrung in consequence of breathing a vitiated atmosphere? We would say again, that this matter of proper ventilation for our school-houses is one of vital importance, in every aspect in which it can be viewed. It demands the immediate and serious consideration of all concerned.

For a year or two past, the attention of both teachers and pupils, in all our schools, has been called by the committee to the subject of reading, and also of spelling. We want to say a few words more, and especially to parents, on this subject. Good reading, in connection also with spelling, we cannot but regard as among the highest accomplishments of scholarship, and a rare attainment. It means much more, than merely a right naming of words, observing the pauses, and letting the voice fall at a period. These are indeed of essential importance in the art of reading, and to master them requires long and laborious attention, and careful practice. But in addition to, and beyond these, there is much that is necessary in the way of properly modulating the voice, clearness of enunciation, giving the right emphasis and inflections, adapting the manner to the sentiment, apprehending and entering into the spirit of what is read, so as to bring out naturally and impressively, not only the fulness of its meaning, but also the nicer shades of thought belonging to it. To be able to do all this, with a proper manner and style, is indeed a rare accomplishment. Few, comparatively, attain to it. Yet there may be approximation and improvement in that direction. Pupils, especially those of the higher classes, together with their teachers, may at least have the ideal before their mind, and strive to make the attainment.

We would urge this matter also, and earnestly, upon the consideration of parents, and beg their coöperation in reference to it. We would not disparage a single one of the various studies pursued in our schools in comparison even with that of reading, or spelling which is kindred to it. But these, though lying at the foundation of all excellence in scholarship, are not seldom disparaged and neglected, in an unprofitable haste for progress in other branches. Advanced classes in schools, because they are advanced, often form an undue estimate of their ability as readers and spellers, and regard the time spent on these branches as little better than lost. But we would have them convinced, for we ourselves are, that this is not so; and we trust, on the part of all concerned, parents, teachers and scholars, there will be full and hearty coöperation; that time will be given, and an earnest endeavor manifested, for the attainment of high excellence in both reading and spelling.

School Committee.—R. CRAWFORD, J. K. HOSMER, D. A. STRONG.

ERVING.

In the school-room, we must put only men and women of the purest and the noblest character, to train and instruct the children, such as possess the highest qualifications for this important work. There are Normal Schools, Teachers' Associations and Teachers' Institutes, publications for teachers, and other educational means within the reach of all who aspire to the pro-

fession of teaching. Those who will not spend a suitable portion of time and money in fitting themselves to be thorough and efficient teachers and will not give themselves earnestly to the work, have no reason to complain, if their claims to preside in the school-room are rejected by the people.

School Committee.—CALVIN HUNTER, JAMES MOORE, FREEMAN A. MERRILL.

GREENFIELD.

We not unfrequently hear teachers remark that they cannot find time to hear all their classes read because they have so many other recitations which must be heard. To all such we would say if any part of your school duties are to be neglected, after securing good order, correct habits, sound principles, and a hearty good will among your pupils, let reading and spelling be the last to be omitted. We are aware that reading has been more successfully taught in some of our schools the past year, than in some previous years; yet as a general rule it is quite too much neglected, or taught in an indifferent and imperfect manner. No scholar who cannot readily pronounce all words in common sentences should be allowed to leave a paragraph till he has well nigh mastered it, or read it to the entire satisfaction of the teacher. Why is it that we have comparatively less good readers at present than formerly? Simply because reading is not made one of our principal studies, and is prematurely crowded out of our schools, to give place to something less important. One thorough drill a day, in reading, for advanced scholars, is much to be preferred, to two or three recitations hastily passed over.

A very strong and almost universal desire prevails among scholars, to leave the mental arithmetic when they have a very imperfect knowledge of it, and resort to a more feasible method (as it seems to them,) to solve their difficult problems.

This is a great mistake, and ought not to be sanctioned by either parents or teachers. We do not wish it understood that written arithmetic should not be used in any form till a complete knowledge of mental is acquired, but simply that the latter should not be abandoned. It is a pleasant and profitable exercise for scholars far advanced in written arithmetic, to recite occasionally from the mental; and should be practised in all of our Common Schools.

School Committee.—J. P. FELTON, J. F. GRISWOLD, J. F. MOORS.

LEVERETT.

The peculiarities of particular schools, their size, advancement in studies, ease of government, &c., should all be taken into consideration in hiring teachers, and we also think that the wishes and desires of the members of

the districts should be consulted by prudential committees before engaging teachers. Teachers, against whom there may be general prejudices in a district, if ever so well qualified, ought never to be engaged. It would be an easy matter, at the annual meetings of the school districts, to discuss these matters fully, and thus arrive at a perfect understanding on all these matters, before the teacher is engaged.

During the reign of the present high price system for almost any commodity that can be named, it cannot be expected that school teachers will work for old prices; they deserve an increase of pay as well as others; unless the town raises more money we must necessarily have short school terms, or second class teachers, for unless higher wages are paid our best teachers will go where they can obtain them, and we shall have to content ourselves with poor teachers who are willing to work for what they can get. This, all will readily see, would be poor economy, or just no economy at all, for the best teachers are always the cheapest at almost any price.

School Committee.—DAVID RICE, CHAS. BALL, A. H. DUDLEY.

LEYDEN.

The common practice in electing prudential committees is upon the principle of rotation. No regard is had to qualification; and the office—considered a very mean one—is despisingly rolled from one upon another, a public burden; each, while it must be borne, seeking his own convenience, with no eye to the public good. We appeal to your common sense and judgment. Is this right? Is it strange we have a variety of teachers? We do have some good teachers, and some good prudential committees, yet it is not because districts or committees are careful in their selection. It is the natural result of chance. The office returns to the same individual not more than twice in an ordinary lifetime; on an average, perhaps, of once in fifteen years. During this long time his mind has been very little exercised in the interests of education. He does not keep posted in the constantly changing modes of teaching, nor is he acquainted with the relative acquirements and qualifications of different teachers. How then can he be expected to wisely perform the responsible office of hiring a teacher?

The intention of the statutes doubtless is, that the power to contract with teachers should be generally with superintending committees; and to be exercised by prudential committees only when especially acted upon and so authorized by the town, which authorization must be repeated from year to year by a special vote. Therefore you see it is proper to leave the duty of engaging teachers where the law leaves it. As to the advantages of this method, we hardly need mention them. One, and perhaps the most important, would be to secure a better class of teachers. A

teacher may pass a good examination, may have all the knowledge of a world of books, and still be unfit to teach a school. Literary qualifications alone are quite insufficient. Aptness to teach, energy of character and good judgment are as necessary as learning. The better opportunities of the superintending committee would enable them to secure teachers fitted in every respect for their vocation. By their observation of the different methods of different teachers they would be prepared to select the best, and introduce a general system of instruction through the town.

They would from self-interest, if no higher motive, choose those who make teaching a profession instead of a transient means of earning their bread or plundering the district's treasury; and thus retain the same teacher for a series of terms,—a highly important consideration. Again, the examining committee are considered responsible for good schools, while the power of procuring good teachers is vested in another committee; whereas the power and responsibility should be together.

School Committee.—J. BUDDINGTON, Jr., U. T. DARLING, Jr., T. S. VINING.

MONROE.

There is no surer index to a man's amount of interest in any enterprise than the amount of money he is willing to give for its support. And when so important a subject as the schooling of our children appeals to us for support, it would seem that that must be a mistaken policy which would put it off with a small rather than a liberal gift. But raising money alone will not school our children. It is the first step in the work, it is true, but the other step must be taken, or the work will not be done.

First, there must be a suitable place provided where the school is to be kept. But how many such places are there in town? How many of the school-houses in town are convenient and attractive places for our children to congregate in to acquire all the education which the most of them, perhaps, will ever receive? How many of the school-houses in town ought to be suffered to stand a moment longer than better ones can be built? And finally, is there a school-house in town located in the proper place, considering the small number of scholars, and the inconveniences attending the present system of arrangement? The law gives towns the privilege of voting once in a specified number of years upon the question of abolishing the district system. Many towns have done away with districts entirely, disposed of their old school-houses, and erected new and better ones in more convenient places. And we submit whether the time has not arrived, when the interests of education in this town demand that something should be done in this direction. One thing we think is certain, which is this: so long as the town clings to the old districts and old school-houses, our schools will continue to be small in numbers and second-rate in

character. There are only scholars enough in town for two small schools. Could there be two good, convenient and attractive school-houses erected in town at the most convenient points, and all the scholars gathered into two schools, with the same amount of money that we now raise, our schools might be doubled in length, with three times their present profit.

School Committee.—JEREMIAH GIFFORD.

NEW SALEM.

Reading has again been made a very prominent subject in the schools, and received careful attention. The efforts made by some of the older scholars have produced a very great change in their reading. There are but few cases, with even the present advantages of school in town, where there is an excuse for the slow, drawling, hesitating and hard reading that we have been many times compelled to hear among the older scholars. You have now scholars in your schools at the age of six years, who are farther advanced in reading than others more than twice their age. Contrast them, if you please, and see if an extra effort will not pay.

Much of this difference arises from attention received at home. Some receive much, while others receive very little if any attention. Where rests the responsibility? Not heavily on the scholars in their childhood years. Perhaps some may say, Am I to furnish a school and teach my child at home? We answer, Yes, to a certain extent, by rendering that aid that costs you merely nothing, and which we consider of the highest importance to the welfare of your child. We think parents need not feel that there is much danger of urging the child along too fast, till we have longer schools, and more restraint upon physical exercise. As the good reader has a key to unlock the rich store-house of knowledge, aid him all you can to put this key in his possession, and also to clothe him with the garb of truth, virtue and self-respect, and you have done for him what is invaluable; and yet can you say it is anything more than your duty?

Superintendent.—B. W. FAY.

NORTHFIELD.

If the wonderful progress of the people of this country, in all the processes of civilization, in the practical application of intelligence to the necessary work of life, in the useful arts and sciences, in literature, in wealth and general prosperity, which has elicited the admiration of the world, could be carefully and thoroughly analyzed, there is little room for doubt that the foundation principle which underlies this condition, would be found to be the general diffusion of educational advantages among the people. We

have little hesitation in saying that the very corner-stone of a republican form of government is a systematic, careful and universal plan of education for the children and youth of the country. A government established by the people, for their mutual interest, in which the laws are made by the people, administered, executed and sustained by the people, can only be fully successful by affording every son and daughter of the people the most liberal means of education and opportunity for intellectual growth, in order that they may be able to comprehend and discharge the high and responsible duties of republican citizenship. The education of the children of this Commonwealth is intrusted to every city and town within its borders. It is a sacred trust. Let us see to it that we are faithful and in earnest, for this responsibility, so grave and vital to our highest life, rests upon us, fellow-citizens, at this time, with peculiar weight and significance.

The amount and character of the school advantages which may have served the purposes of our fathers well, and enabled them to occupy their places with honor to themselves and benefit to the community, will hardly suffice for our children. A broader field is opened and a stronger and more intelligent competition in all the pursuits of life exists; a larger culture is in consequence demanded. We surely would not desire at the present day to establish our sons upon farms furnished with none but the most primitive implements of agriculture, and with no more knowledge of the principles involved in the cultivation of the soil than was held by the aborigines. We certainly could not expect them to run the wooden plough in successful competition with the steel-pointed cylinder, the hand-rake against the horse-rake, the bush scythe and the sickle against the mowing machine and the cradle! Just so it is with the intellectual tools we furnish our children. They must be of the most improved character if we expect them to maintain their position and hold their own in the inevitable conflict of life.

Several prominent difficulties in the way of success in our schools, that have been made apparent to your committee, were alluded to and commented upon in last year's report. They still occupy the foremost place and deserve more and more of your consideration. Among them are these: First, the too frequent change of teachers, which is an unmitigated evil, and one which is likely to continue so long as we hold on to the district system and the annual election of prudential committees. Why cannot the gentlemen who occupy this position determine to retain the services of a good teacher, without regard to the numerous applications made them? A very little observation in the school-room must convince them of the importance of this thing. A teacher must be acquainted with the habits, abilities and attainments of her pupils before she can be of substantial service to her school. The pupils are to be examined and studied; each one is to be sounded and fairly estimated, and his fitting place found for him in the general classification of the school. This occupies time. The first month,

at least, must be consumed by the teacher in laying out her work as it should be done, and then, and not till then, can she work to advantage. It is the judgment of many, whose experience entitles their opinion to weight, that one-fourth of our school money is lost every year by this perpetual change of teachers. Second, the want of a living, practical and demonstrative interest in the schools on the part of parents and guardians. It is certain that we all of us fail to appreciate the importance of this. Out of it grow numerous evils. The regular and punctual attendance of children at schools is in great measure dependent upon the parent, and where the home influence is lax in enforcing this, the child soon fails to feel its necessity. Now regularity and punctuality are in themselves important elements of character, but aside from that, the effect of delinquency in these respects extends beyond the individual himself, and materially prejudices the welfare of the whole school. It breaks up classes, occupies time that is valuable, and greatly interferes with the progress of those scholars who are constant in their attendance, besides being a source of great vexation and discouragement to the teacher. Let us see to it that our children are always promptly started for school, and never allowed to stay at home in term time except for imperative reasons. We have no right to keep our children from school from motives of economy or convenience. We are cheating them, by so doing, of a sacred right which appertains to every child who is born in this blessed land. Lamentable, indeed, must be the reflections of a parent, in the years to come, when he sums up the losses which he has inflicted upon his child by unfairly and unjustly depriving him of the school advantages which were his right, and the most precious privilege that, in his period of youth and dependence, he could claim as his own and undeniable. Parents neglect, also, to do their duty in visiting the schools and learning for themselves how the teacher is performing the responsible work intrusted to her. They err, also, in failing to extend to teachers their cordial sympathy and their desire heartily to coöperate with them in their work. The influence upon a school, both upon teachers and scholars, of frequent visits from parents, is extremely valuable, and yet how little do we see of them during term time. The duty, therefore, of meeting and conferring with teachers and scholars, offering them encouragement or advice, is thrown entirely upon the superintendent, who is often unable to perform this duty as frequently as the interests of the schools demands. Third, the want of neat, well furnished, well ventilated and attractive school-rooms. Of this last, too much cannot be said, and yet it is probable very little thought is given to the subject. "The school house is a teacher, silent, but more impressive than the words that fall from the lips of some living teachers, and we cannot afford the lessons that our children take from broken doors, black ceiling, patched walls and half demolished seats; they are too expensive; they teach carelessness and immorality."

A little reflection must convince all interested in the matter that there is no way in which they can invest a portion of their means at so large a percentage of profit to their children, as in providing them with neat and comfortable school-houses, and not only that, but with rooms of an inviting and tasteful character. Let our children, when they go into the school-room, where they are to spend six long hours, day after day, during the school term, be surrounded with such appliances of taste and comfort as will lead them to respect and love the place. Our word for it, were school-rooms what they should be in these respects, there would be seen no marks of the jack-knife on the desks and seats—no evidence of vandal hands on walls and windows, on doors and ceilings,—but the proprieties and decencies of life would be as closely observed as they would be in a well furnished parlor. There is an irresistible influence emanating from surrounding circumstances and appliances which impresses the mind of the child with great force ; and who can tell how far such influences extend in the formation of the character of our children—how far they go towards making the future man and woman ?

For the Committee.—JOSEPH B. CALLENDER.

ORANGE.

It often happens that a teacher is sent to us for examination, who would succeed much better in some other school than the particular one for which she is engaged ; but your committee have no power to make the transfer. If the power of contracting with teachers was left with the general committee, all applicants for schools in town might, and probably would be, examined before schools were assigned to any, and then each one approved would be sent to that school, she, in the opinion of the committee, was best fitted to teach.

Oral Instruction.—The ability to converse familiarly upon the minute details of our common studies is far rarer among our teachers than we could wish. Too often, the teacher is satisfied if the questions given in the book are answered correctly ; apparently never thinking that, with the pupil, it may be a mere act of memory, and that, so far as any meaning is conveyed, the words and phrases are all Greek to the scholar. The really good teacher, however, will question and explain till the pupil has the *idea* as well as the *words*. A school conducted by a teacher who can talk about and illustrate the studies pursued, till the pupil has clear and well defined ideas upon the subjects he is pursuing, may not appear as well to the casual observer as the school where memory alone is cultivated, but the results are a thousand times more beneficial.

School Committee.—SAMUEL S. DEXTER, HIRAM WOODWARD, LEVI BALLOU.

SHUTESBURY.

The committee are of the same opinion as the secretary, that the short schools are not so much owing to small appropriations, as to the minute sub-division of them among a large number of small and feeble schools. Under the present system there is very unequal distribution of the advantages and blessings of public education. While in some districts the children have six months' schooling, in others they have but three months, and frequently less than that. The only remedy for this unequal and unjust distribution of advantages is, either largely increased appropriations or a change of system. The committee propose the latter, and would recommend the abolition of the school districts. We do not intend to argue the matter at length in this report, but, while in the cities, and many of the towns, "the district system does not exist, while in the sections that have abolished school districts the manifest improvement in the schools has prevented the inhabitants from even so much as desiring a return to the old system, while the 'signs of the times' make it most evident that ere many years shall have elapsed the last remains of the district system will have been swept away in our State, we ask, why should *we* cling to an outworn and dying system?" By abolishing the districts, the whole management of the schools would be committed to the general committee, and by wise administration, we think, that without increasing the appropriation, there might be "kept for at least six months in each year a sufficient number of schools for the instruction of all the children who may legally attend." Thus should we prevent a waste of money, do justice to all the children, and relieve ourselves of the liability of prosecution.

School Committee.—JARVIS WILSON, GEORGE COLESWORTHY, SAMUEL H. STOWELL.

SUNDERLAND.

Studies.—Your committee have sought to have the elementary branches prominent and thoroughly taught. With this end in view, and for the purpose of securing greater attention to reading and spelling, we gave notice to the schools at the opening of the summer terms, that we would give prizes to those pupils who would do the best in reading and spelling, age being taken into consideration. Accordingly, on the 4th of July a maple grove was selected, a little out of the street, and a public trial made in these branches, in which a large number of our pupils participated. The beauty of the place, together with the presence of Rev. B. G. Northrop, Agent of the Board of Education, and many parents and friends of the pupils, and the high quality of the exercises both in reading and spelling, all conspired to render the occasion an interesting and we trust a profitable

one. We believe that the attention given to these two branches, in anticipation of this occasion, wrought a great improvement in the pupils of the summer schools.

School Committee.—ELIHU SMITH, EDWIN A. COOLEY, AVERY D. HUBBARD, JESSE L. DELANO, MERRICK MONTAGUE.

WENDELL.

The State says that every town shall have six months of school kept yearly in each district, or that our children have a right to so much. But, the past year, we have had only an average of four months, thus depriving our children of one-third the school term which was their due. And then our school money divided into nine parts, allows so little to each district, that, to have even four months of school, with one-half the money for board, a low-priced teacher must be employed, and everything about the school be managed on this cheap scale. Hence, practically, in most of our districts when a scholar arrives at the age that a good Public School would be of most advantage to him or her, there is no such school to attend.

With this failure of our schools to afford the proper means of education, there is, as there ought to be, a growing dissatisfaction. Some change is demanded to bring our schools up more nearly to the intent of the statute. The remedy is plain. Either add fifty per cent. to our appropriations, or lessen the number of our schools. The latter can be done, only by re-districting the town, or abolishing the district system. As now divided, the districts are unequal, affording a just cause for some complaint. School-houses are generally poor; some of them not fit to be occupied. We would invite careful attention to this matter. Is it objected that a change in location of the school would incommode some families? Do not changes of any kind, for public benefit or convenience, usually oppose somebody's personal interest? Is not the first question, What does the general good require? If, by a change, the school should be put farther from some, would it not be enough better to compensate for the inconvenience of greater distances? Should personal inconvenience stand in the way of the general improvement of our schools? Is it not the best economy, as well as true wisdom, to incur the necessary expense of elevating the character of our Public Schools?

School Committee.—W. BRIGHAM, ORIN ANDREWS, ANDREW BAKER.

WHATELY.

Our teachers have shown as much energy and spirit in the conduct of the schools as we have ever known them to exhibit, and have, on the whole, acquitted themselves as well as we have any reason to expect, particularly

when we take into consideration the very slight encouragement they receive from the parents and guardians of their pupils. Very few of the taxpayers of this town ever think that they are interested in what is going on in the school-room, or how the hardly obtained appropriation from the voters of the town is being used. As an instance showing the apathy of our people, and illustrative of their lack of interest in our schools, we will state that at a recent district meeting, there were only three voters present out of sixty-three living in the district. We will, however, suggest that had there been a proposition to have raised money for the repair of their school-room, a much larger attendance would have been had.

School Committee.—JAMES M. CRAFTS, SALMON P. WHITE, SAMUEL LESURE.

BERKSHIRE COUNTY.

ADAMS.

The school committee in presenting their annual report, are able to congratulate the town that the workings of the graded system, adopted one year ago, has more than met the expectation of its most zealous advocates. We feel assured that the schools are now in a condition to make thorough and permanent advancement, and ere long to rise to the rank and position worthy the name of Massachusetts schools.

Now the friends of education in this town have the system they have so long asked for, and with a thorough, industrious and active committee to look after the scholars and teachers and parents, to see that each and all do their duties, there will be no reason to regret the change, and no returning to that antiquated district system. A brighter day is before us, if we but do our duty.

Your committee, having no "cousins" to gratify, made their selections from the large number of teachers of experience and ability, in town and from out of town, and were very fortunate in their selections.

In a few instances it was thought advisable to change teachers, but in most of the schools the same teachers have kept during the year, and we propose to continue the successful teacher in the same school for the ensuing year, and those who were "tried and found wanting" in those qualities essential to a good teacher, are to seek positions elsewhere. No teacher will be employed through favoritism or other local contingencies. None but the faithful and diligent teacher, bringing light and gladness into

the school-room, illumining the mind and gladdening the hearts of those intrusted to their keeping, will be employed. The cheap teacher need not apply. Our best teachers are as cheap as we wish to employ. Our best and most profitable schools are those which have been under the instruction of the same teacher for the longest time. The teacher must be inspired with a love of learning and a love for his work, if he would be a good teacher and crown his works with success.

We would call the attention of the people to the abstracts of the registers of each district, showing the whole numbers of scholars belonging to each district, the number attending school, and the average attendance, which in a majority of the schools shows a serious and prevalent evil of non-attendance and irregular attendance. This evil is chargeable directly to the parent, and not to the school, the teacher or the town. It will be observed that but about one-half the money expended for school purposes is realized according to the intent of the appropriation, by one-half of those for whom it was appropriated being allowed to absent themselves from school. And this is done by parents who are either idle or vicious, and require their children, of tender years, to labor in the shops and factories for their support, or because they are criminally negligent of their duties to their children and to the community, and thus, of whichever class they may be, there are growing up in this community droves of children in a state of ignorance and vice, and by the training these boys receive on the street corners, and in the many other places of vice and temptation, they are being fast prepared to take their place with and along side of our first class thieves, bullies, ragmuffins, shoulder hitters, barn-burners, window smashers, and other kindred acquirements of villany and crime.

This class of children will "get an education," and if we fail to reach and to give them one fitting them to become good citizens, then they will get an education in their own way, and one of their own choosing, and we shall have to pay for the practical results thereof. To correct and reach this evil will require the vigilant and united efforts of all the friends of education, of home missionary enterprise, and the law-loving and law-abiding people of the town. This can be done if we but apply ourselves to this work of reformation with one-half the energy we now manifest in contributing to alleviate the sufferings, in reforming the morals and cultivating the Christian virtues of some "far off" heathen community.

School Committee.—S. THAYER, WILLIAM P. PORTER, F. O. SAYLES.

ALFORD.

The scope of the Common School instruction is broader than it is usually felt to be. It is to be applied not only to the mind but to the moral and religious nature, to the manners and to the tastes. It is to help the child

to form habits of clear thinking, of prompt and decisive mental action, of obedience to all just authority and of respect for the rights of others. It is by no means to neglect the cultivation of manners, which are the twin sisters of morals. In short, the Common School should be the co-equal and counterpart of the family and the church, whose threefold function it is, by their wise and kindly nature, to stimulate and direct the growth of every boy and girl into a true man and woman, having a pure, vigorous and balanced character. The teacher in the Common School has a nobler and more responsible office than simply to teach mathematics, geography and grammar. This he ought to do, but if he cannot do more, he is incompetent for his position. He has intrusted to his care those whom he is to make not merely mathematicians, geographers or grammarians, but men and women—those who are to be soon the fathers and mothers and citizens of the land, and on whom he is to exhaust every energy and resource in making worthy of their high calling.

Parents ought to co-operate with the teachers. The household should support the school. Too often the vigilance of parents relapses as the fidelity and industry of the instructor increases. Too often the moral tone and almost the entire usefulness of a school is destroyed by pupils whose bad conduct is the direct fruit of parental negligence. Such parents are unjust not only to their children but to their neighbors, by their culpable unfaithfulness, impairing the value of that which exists for the common benefit.

We invoke all citizens to have a more active concern in our schools. We believe they are now as good as those of the adjacent towns; we wish they might be improved. Each school-house ought to be provided with outline maps and other means of illustrating the studies. The cost of a moderate equipment of such helps would be repaid a hundredfold. We urge also an increase of care and caution in the selection of teachers. Let us endeavor to obtain those who are not merely familiar with books, but who are themselves educated, and so are able to give our children that larger culture of which we have spoken.

School Committee.—E. C. TICKNOR, B. E. STODDARD, SILAS S. DEWEY.

BECKET.

Attendance.—Your committee have made efforts to induce all parents to send their children, of suitable age, to school, but have not succeeded as well as they could wish. Many parents among the laboring classes do not appreciate the great advantage of free schools; not having themselves been brought up under the influence of universal education, of free schools to all, they are unwilling to make the effort necessary to secure the attendance of their children. We believe a regular attendance at the district school, of the

children of the laboring classes, whereby they may obtain a knowledge of those common branches there taught, is vitally necessary to a clear understanding of the principles of a free government; that the district school has and must do more than any other one thing to preserve and perpetuate this great nation and secure to us and our posterity, liberty, equality and justice, and to impress most fully upon the rising generation the principles of piety, industry, frugality, humanity, temperance and truth, and teach them to shun all those tendencies and vices which are the bane of human society. General Statutes, chapter 41, section 1, reads as follows: "Every person having under his control a child between the ages of eight and fourteen years, shall annually during the continuance of his control send such child to some Public School in the city or town in which he resides, at least twelve weeks, if the Public Schools of such city or town so long continue, six weeks of which time shall be consecutive; and for every neglect of such duty the party offending shall forfeit to the use of such city or town a sum not exceeding twenty dollars."

By reference to this report it will be seen that of the three hundred and thirty children between the ages of five and fifteen, in the town of Becket, with an addition of forty-six scholars under five and over fifteen, making some three hundred and seventy-six in all, only about three hundred and fifty-two attended school. We shall hereafter print in our annual report the names of those parents and children where the attendance of the children does not amount annually to twelve weeks, unless there appears to us good reason why such children should not have attended school.

Order is Heaven's first law. And order and prompt obedience to all requirements of the school are of vital importance, and no teacher can expect to teach a successful school who fails in government; and those children who are unwilling to render willing obedience, and who are ready to contest the teacher's authority at school, are those who do not receive proper home discipline. In order that the child when grown up should be able to appreciate and assist in the enforcement of wholesome laws for the government of human society, it will have been necessary that he should have respected parental authority at home.

Patriotism.—One of the requirements of teachers is that they shall exert their best endeavors to impress upon the minds of their pupils a love of their country, humanity and universal benevolence. Children should be constantly impressed with the fact that we have the best government on earth; that in the principles of liberty it is becoming very much improved; that the reasonable exercise of humanity would forbid that we should starve our enemies; that rebellion is treason; that the penalty for treason is death.

School Committee.—C. O. PERKINS, A. W. CROSS, W. J. BRECKENRIDGE.

CLARKSBURG.

Irregularity in Attendance.—The improvement of our schools would be greatly promoted by a more regular attendance on the part of the scholars. Irregularity in this respect, the frequent absence of several scholars for a half day, a day or a week, is a grievous evil to a school in many ways. It breaks up the effective drill, it makes chasms in classes, gaps in recitations, and is fatal to a uniform and orderly advancement. At examination the teachers find to their mortification and discouragement, that their exertions for a whole quarter to make the class do credit to itself and to them are balked by the falterings and blunderings of every third or fourth member, whose frequent absence has been permitted or required by his parent or guardian. The whole school is encumbered and retarded in its advancement by these unfortunate stragglers harassing its rear and dragging at its skirts. Unfortunate, we say, for very often it is not the poor child's fault that he cannot dress into line, and expedite instead of hindering the march. Such irregularity is very bad for the child. The continuity of study is broken up to him. The discipline of mind and regularity of thought is gone for the term; in short, so much of the term as has been wasted is gone, and gone forever; it is not in the power of any finite being to bring back time or opportunities once passed. He may catch a little of the knowledge that is afloat in the school-room, but his mind will not be trained; he will not be educated. There are some studies in which the loss of here and there a lesson is equivalent to the loss of the whole. The missing links vitiate the whole chain; the dropped stitches spoil the whole web; if he cannot attend the whole term, his circumstances being such, while he does attend, let him attend constantly, and lose not a day nor an hour but from extremest necessity. So long as he is a member of the school, let him attend with as scrupulous punctuality and constancy as if he existed for no other object,—everything else giving way to that. There is no doubt that three months of steady, unbroken attendance is worth more than six months scattered along at irregular intervals through the year.

This subject is worthy the serious consideration of our citizens.

School Committee.—J. W. P. BUCK, RICHARD SHATTUCK.

DALTON.

By-Laws concerning Truant Children and Absentees from School.—

1. Any of the persons described in the first section of the "Act concerning Truant Children and Absentees from School," passed April 30, 1862, upon conviction of any offence therein described shall be punished by fine not exceeding twenty dollars.

2. Any child between the ages of seven and sixteen years, who while a member of any Public School within the limits of Dalton, shall absent himself or herself from said school without the knowledge of his teacher, or parent, or guardian, or shall be habitually tardy without a sufficient excuse from his or her parent or guardian, shall be deemed a truant.

3. In case of truancy, the treatment of the first offence shall be left to the discretion of the teacher. The second offence by the same child shall be reported by the teacher to the parent or guardian of the child. For the third offence the child shall be deemed a "habitual truant," and the same shall be reported by the teacher to one of the truant officers of the town, or else to a member of the superintending school committee, who shall forthwith report the same to one of said officers. The truant officers, upon such complaint, shall immediately notify the parent or guardian of the offending child, who shall be allowed to prevent summary punishment by such pledges for restraining the child and keeping him in school as shall be satisfactory to said officer.

If the parent or guardian does not furnish and carry out such pledges, the truant officer shall, within one week, enter complaint against said truant child before the judge or justice of any police court, or any trial justice of this State, that said truant may be proceeded against and dealt with according to law.

4. To prevent any child from being unjustly deemed a truant, the parent or guardian of such child, in all cases of necessary absence shall previously, if possible, or at the earliest opportunity afterwards, inform the teacher by note or in person of such necessary absence.

5. All children between the ages of seven and sixteen years, and residing in the town of Dalton who are found wandering or loitering about the streets or public places of said town, having no lawful occupation or business, not attending school, and growing up in ignorance, shall, unless there be some good and sufficient reason to the contrary, be required regularly to attend some public or private school or suitable institution of instruction.

6. Whenever any such "absentee from school" as is described in the preceding section shall become known in any manner to one of the truant officers of this town, said officer shall forthwith proceed in all respects against said absentee from school as he is required to do in the third section, in the case of "habitual truants."

7. It shall be the duty of the truant officers to keep a full record of all their acts and doings, and make annual report of the same at the town meeting in March.

8. The State Reform School at Westborough, and the nautical branch thereof, the State Industrial School at Lancaster, and the house of correction for this county, are hereby assigned as the institutions, house of reformation or suitable situation mentioned in the second section of the

above-named "Act concerning Truant Children and Absentees from School," approved April 30, 1862.

School Committee.—A. S. PEASE, HENRY FERRE, H. M. PARKER.

FLORIDA.

A small amount we expend upon the minds of children, compared with clothing and nourishing their bodies. The small sum would not buy their shoes. Why should we expend so little in improving the minds of our children, when the mind is considered of the utmost importance? We feed and clothe our bodies for our present comfort, while we are seeking to improve our minds for more lasting benefits that will cheer us in after life and in old age. It was the opinion of an ancient wise man, that a wise son made a glad father. We all like to have wise children, and we should be willing to give them a chance to acquire that wisdom. We ought not to withhold a few paltry dollars from storing the minds of our children with that knowledge which is necessary for their condition in after life. We are generally very anxious to lay up money for our children's benefit when we are gone, which in many cases is an injury to them. It sets up a wrangle and a quarrel among them that lasts them through life, while if that money had been spent in educating them they would had no disposition to quarrel, but would live in peace and harmony. As ignorance leads to quarrelling and warfare, we should seek to store the minds of our youth with a good education, that they may live for the benefit of others as well as for themselves.

School Committee.—NATHAN WHITE, H. G. BALLOU, N. P. BROWN.

GREAT BARRINGTON.

We notice, and we are glad to state the fact, that those school-rooms which are the best, the most convenient and tasteful, are kept in the best order—are the least abused and injured by the scholars. Many of our school-houses invite the pupils to acts of vandalism. They call for destruction. So far as they have any influence, it is bad. You cannot train the scholars to the neat and orderly habits of true men and women in these houses. They do not admit of it. They do not make it possible. They do not supply the indispensable conditions to that work. Some of the heathen in Africa sit in the dirt without shirts. Mr. Beecher says, "that before you can make such a one a Christian, you must get him out of the dirt and put a shirt on him." So before you can imbue a boy with the spirit of a student and a man, you must give him a place fit for a student and a man.

Our Common School instruction ought, far more than it now is, to be directed to the work of fitting us to be citizens. The young ought not only to be familiarized with our leading historical events, but to be thoroughly instructed in the ideas and principles which our institutions organize and embody. They should be made to feel that their duties as citizens are just as real and definite, just as much a matter to be informed about and qualified for, as are their duties as merchants or carpenters or farmers. A boy cannot too early understand that his country is not a thing existing merely for his convenience, and that he has obligations to her that bear on him with the force of divine enactments.

School Committee.—J. DEWEY, Jr., N. B. PICKETT.

LEE.

The majority of the stockholders of the Lee Academy have generously transferred their stock to the town, on condition that a free High School shall be maintained, so that the town is now owner of sixty-four shares of stock originally costing \$25 per share, or \$1,600 in the aggregate. But few of the remaining stockholders decline to transfer. In many instances the original proprietors are dead, some have removed to parts unknown, and in no case is it supposed that pecuniary returns were ever expected from the stock. The design of the benevolent donors doubtless was to advance the cause of education, and this design will be most effectually promoted by the transfer of the property to the town. The building is admirably located for school purposes, but needs some alterations and repairs to make it convenient and comfortable, and preserve it from decay. At a recent meeting of the stockholders, at which the town was represented by its agent, Mr. E. S. May, it was voted to assess the stock \$8 per share to make these repairs. This will make the amount to be raised by the town about \$500. The building has cost the stockholders some \$4,000, and the land was donated to the Lee Academy for school purposes, by the American Bible Society, and the whole property thus generously transferred to the town cannot be estimated at less than \$4,000. The day of academies has pretty much gone by and the glorious system of free schools has taken its place; the republic educating the masses that the masses in turn may become intelligent supporters of the republic. Our High School has for years been our glory, and we hope to see it established on a still firmer foundation.

We recommend as appropriations for the coming year :

For Common Schools, \$1,500. For High School, at Centre, \$1,400.

School Committee.—ELIPHALET WRIGHT, ALEXANDER HYDE, ALEX. P. BASSETT.

PITTSFIELD.

The schools have been mostly taught by young women, educated in our High School, of well-known skill and ability. In the discipline of the schools very little complaint has come to the knowledge of the committee that required interference, and there has been no occasion for the removal of teachers for incapacity to teach, or to manage the affairs of the school. Your committee have seen much to commend in the faithful and skilful labors of the teachers of our Public Schools. Whatever may be the ideal in the mind of a superintendent of a school, it is very difficult to secure any great uniformity, owing to the very varied gifts and peculiarities of teachers, and to the disturbances that are always liable to occur in schools and districts from various causes. While many of the schools are well taught and admirably managed, we are compelled to say that as a whole they are not what they ought to be or what they might be. If any censure is implied in this remark it is not designed to cast it all upon the teacher. Much of failure in the schools is due to the lack of intelligent interest on the part of parents. All seem to have a greater or less desire to educate their children, but do not fully apprehend the patient and persistent devotion essential to the attainment of this end. The parent, too often guided by his present interests, either burdens the school by sending the child too young, to be relieved from the care of it, or takes it out of school too soon to be put to service. The available time allotted to the members of our Public Schools for instruction is much less than in former years, and the attendance more irregular. Farm life secures more time in the leisure of the long winter, for a thorough education than factory life. The temptation or the sometimes necessity of the parent, to avail itself of the wages of young children, at service in the mills, is the principal cause of the decline of the Common Schools. And too often what seems a present gain, proves a sad loss in physical, intellectual and moral culture. This is the prominent element of decline in the schools, both primary and advanced. The High Schools cannot be filled, but by letting down the standard of qualification for admission to it, to suit the weakness of supply.

School Committee.—O. S. ROOT, S. W. BOWERMAN.

SANDISFIELD.

It is hardly necessary for us to mention the present way of proceeding: that once a year, in all the school districts, "two or three are gathered together" for the purpose of choosing a prudential committee; that they almost invariably select some one who is not present at the meeting, so that he will not decline the honor, and, if possible, some one who has never served before in that capacity, consequently not fit for the business, from

want of experience, although he may be more capable than some who have before been chosen. Men are not all alike—not all fitted for the same business, and it requires no ordinary tact, no small amount of experience, to be able to select good school-teachers. The person chosen as prudential committee will be very likely to have some relatives who wish to teach school,—it will be very strange if he has not,—and if so, he of course hires one of them, no matter if an excellent teacher, who has taught in the same district during the previous term, can be hired on as favorable terms as the new one. At the eleventh hour, he brings the teacher before the school committee for examination, supposing that a teacher whom *he* has selected is of course qualified. To be sure, it is for your committee to determine, but many times, taking all the circumstances of the case into consideration, they think best to approve a teacher whom they never would think of hiring themselves. On the other hand, from visiting the schools, your school committee can judge better than any one else which are good teachers; and were they allowed to hire teachers, they would endeavor to retain all good ones in the same school as many terms in succession as possible, and dispense entirely with the services of all ordinary teachers. This is one of the main things for the better to be accomplished by the change; the standard of qualifications for teachers would be raised, and more easily than in any other way, and frequent changes in teachers would be avoided. It is certain that scholars will learn much more readily and easily from a good teacher, who has taught them the previous term, than from a stranger; but we now seldom have any teacher two terms in succession, in any of our schools. The money appropriated for schools could be more judiciously distributed and expended, than under the present system. In the first place, the present mode of dividing the school money is mere guess work, as your committee, not hiring the teachers, are poorly able to judge of the requirements of the several districts. And many of the prudential committees do not practise that economy and prudence in hiring teachers, and otherwise expending the money, that they ought. Some of them first ascertain how much money is credited to their district, and then seem to make an attempt to expend the whole with as little trouble to themselves as possible. That there are some exceptions to this we know, and wish there were more. We have known instances of teachers receiving more wages than they expected, because, as they said, “they wished to be sure and ask enough.”

Again, the difficulties about setting off persons of one district to another, of which we have had not a little of late, and which leads to a good deal of strife and contention, would be entirely done away with. Another reason in favor of this plan is, that all of the cities, and nearly all of the large towns, and not a few of the small ones throughout this State have

adopted it; and we do not know of an instance, when once in use, that it has not given general satisfaction.

School Committee.—SAMUEL J. PARSONS, CHESTER CLAFLIN, GEORGE A. SHEPARD.

SHEFFIELD.

It is often alleged, in the hearing of your committee, that the schools of Sheffield are not what they were a generation or more since. That we could endure to hear; but to be told that they are worse than formerly, is not so agreeable. Degeneracy, through a generation that has done so much in the improvement of everything material to education—in the introduction of better school-books, of more carefully trained teachers, and of the many results of observation and experience—is a thing to be thought of with pain. And yet we are not sure but there is some cause for such a remark. Allowing for that partiality with which our elders are wont to canvass the former times and make them better than these, it is still very plain that there has been no such change as is greatly for the better. In extenuation of this, it may be said that we have in our times a large class of scholars not easily manufactured into a good school, which was wholly wanting thirty years ago. Our adopted citizens are new comers, and their children are many. Again, as the land has increased in wealth, private schools have multiplied, and, in our more compact districts, have drawn to themselves a class of pupils that once were among the best material of the district school. What these private schools have done for some of our districts, academies and boarding schools have done for all. Our fathers and mothers attended the district schools till they were married. Fashion nor fortune forbade it then. Now, they can hardly keep their children there into their teens. These things may make the schools of this day suffer in comparison with those of past years.

And yet your committee believe there is something else that embarrasses the comparison quite as much. Whatever our schools once were, there is now, and for years has been, one great evil attaching to them. That is, irregularity of attendance. All our districts are not alike in this, but in all there is more of this than is wholesome. In some districts, the irregularity of attendance almost entirely defeats every attempt to teach or learn. The registers are black with the record of non-attendance. One is almost compelled to believe that there is a large class of our citizens who think that, so it can be said of their children that they attend school, it doesn't much matter *how* they attend, whether every day or once a week, two hours a day or six. What sort of schools can we expect under such a system of neglect and impertinence as this? What teacher has the heart to undertake to make a scholar out of a boy that attends school only on rainy days, or when the farm work suffers him for a few days to leave

it? What hope is there of doing much for children who spend half their school hours in hunting the berries and nuts of one season, or in the skating and coasting of the other? The best teacher can do little for such pupils, except he devote to them time and labor which belong to others, and he has no right to divert to them.

School Committee.—JAMES BRADFORD, JOHN W. BEACH.

STOCKBRIDGE.

But the principal difficulty to the success of our schools is the frequent changing of teachers. This prepares the way for the employment of a class of teachers of no special qualifications for, and no design to continue in, the work. They teach merely because it is convenient to spend a few months in this way, perhaps because they have a friend acting in the capacity of prudential committee. A reason assigned, in some cases, why such should be approved by the examining committee, was the fact that they had not looked into a text-book since they graduated at the Public School. The introduction of every new teacher necessitates the consumption of time, in studying the dispositions and wants of the pupils. A large share of each new term is often spent, too, in a mere contest as to who shall govern, teacher or scholar; and this contest not unfrequently ends in a compromise as discreditable as it must be unsatisfactory to both parties.

School Committee.—GEORGE UHLER, MARSHALL WARNER.

NORFOLK COUNTY.

BRAINTREE.

But after all, it is not fair to make the teachers the scape-goats for the sins of others. If parents would give as much personal attention to the education of their children, as they devote to other, and far less important duties of life; if they would accord to our teachers that support in the training and government of their children at home, without which school government must, at the best, fall far short of the true standard; if instead of encouraging, they would discountenance, in their children, any spirit of fault-finding toward the teacher, and in cases where there appears to be good cause for complaint, would go to the teacher or the committee for

redress ; we should hear much less of the incompetency and unpopularity of teachers.

It is safe to affirm, that in our district schools, as at present arranged we do little more than prepare scholars to learn ; it is to be feared that we do not always accomplish even as much as that. The habit of frequently changing teachers, which seems to have become chronic in some of the districts, and the want of graded schools, have produced this result, and will continue to produce it so long as our present defective system is retained. We have taken occasion in other years to urge our views upon this subject at length, and desire now simply to reaffirm, with the added emphasis which larger experience gives, our conviction of their correctness.

These schools furnish to their pupils a very limited knowledge of arithmetic, grammar and geography. Reading, spelling and writing are attended to as far as possible in the multitude of other exercises ; excellence in none of them is attained, except in rare cases. Obviously, scholars who are content with what they learn in these schools go out into the world lamentably deficient in the mental training and the knowledge which the theory of our Common School system assumes to be essential. If any one is inclined to doubt this, we invite him to inspect the written answers of the candidates for admission to the High School. We think one examination would be sufficient to convince the most skeptical ! If then the children in this town are to receive such an education as we think they need to fit them to be useful men and women, it must be, for the most part, through the High School. In the four years' course there marked out, if regular and faithful in their exercises, they can acquire a sound practical knowledge of arithmetic, Latin and English grammar, elementary geometry, algebra, geography, the leading principles of natural philosophy, the structure of the human frame, and the grand outlines of history, ancient and modern ; and in addition to these, they will learn to read, spell and write, and to express their ideas in words, written and spoken, in a manner of which they will never have cause to be ashamed.

To accomplish all this they will need to remain through the entire course of four years. And each succeeding year will be found to be more profitable in its results than that which preceded it. Now if there be this almost imperative necessity, that our children should secure the advantages which such a course promises,—and we think no one who has reflected upon the subject can doubt it,—then it follows that no scholar of proper age and attainments should lose the opportunity of becoming a member of the High School, and having entered it, of deriving the utmost profit from it which the course of instruction there permits. Let us see now how our record stands upon this matter, and then decide whether any neglect and remissness in this regard, is chargeable to us.

But what we desire to call especial attention to, is the comparative indifference which the boys seem to show to the advantages of an education thus placed within their reach. While but two-thirds as many boys as girls have been admitted to the High School, they have attended on an average only two-thirds as long a time. And at this present time there are but thirteen male members of this school. Clearly this is not as it should be. Such a result must spring from one of two causes. Either the worth of a thorough Common School education is lightly esteemed among us, or the benefits accruing from an early apprenticeship in some kind of business are conceived to outweigh those which result from more complete mental training and culture. Neither of these reasons is creditable to us, nor accordant with that enlightened sentiment of the age which esteems a good education one of man's greatest blessings.

School Committee.—ASA FRENCH, EDWARD AVERY, NOAH TORREY.

CANTON.

The next question which most deeply interests us is the employment of teachers. Perfect harmony has existed between the district and the town committees, and with few exceptions the selection of teachers has been fortunate; but in some instances, influenced by hopefulness, we have approved teachers whose abilities to succeed as teachers we questioned, aside from their literary qualifications, and should never have presented them as candidates; and the record shows that they have almost universally failed. We do not propose to debate this question, but fully believe that the prejudice now existing on the subject of the districts will eventually give way before the accumulating evidences of the advantage of the employment of teachers by a general committee. We hear much said about the rights of the districts, and are inclined to ask where they obtained those rights, about which they are so tenacious. It looks to us, in the employment of teachers, as though it was the town whose rights were infringed, when they are not permitted to expend the money of their own raising.

We however take this opportunity to suggest that the districts choose more than one for their prudential committee, and put upon that committee, with others of their own choice, the member of the town committee representing their district. We feel proud of what our schools are doing for our children, in giving the poor equal opportunities of education with the rich, and of elevating the tone of character and purity of morals, not only giving strength to the mind, but also directing it into proper channels. It is clear that in order to attain to the full benefit of our Common Schools, due regard must be paid to the moral as well as the literary qualifications of the teacher. By moral we do not mean simply an absence from vice,

but a positively pure and cultivated character, elevating in its influence. Many teachers, whose literary qualifications are good, and are possessed of moral character, fail to exert an elevating influence on children. We do not know of any better test for those whose business it is to employ teachers, than for them to ask themselves whether they should be willing to have their children moulded after the pattern of the teacher they put into the school to mould as well as to teach the children of other parents.

Superintendent.—EZEKIEL CAPEN.

DEDHAM.

It seems but common justice to say a word here in relation to the labors of those by whose agency these gratifying results have been largely wrought. The teachers of the town are a body of public servants, faithful, meritorious and capable. They deserve, and we are happy to believe in the great majority of instances receive, the confidence of the community that they serve. The committee are gratified to believe that more substantial tokens of the public regard, in the form of a more adequate compensation for services faithfully rendered, are about to be made. It is right, it is just, that those who affect so largely the present interests and future welfare of the town, should be well paid. Money, we are assured, is well expended that secures the services of a good teacher for any community; and if he is once established, and doing well, it is even better expended in keeping him in his place. The amount of money laid out by any community as the price of faithful instruction is not, we are convinced, a reason for public repentance.

We commend more care and attention to the reading and spelling of our schools. Specimens of excellence already presented lead us to hope that good reading may become universal. In truth, why should good reading be so exceptional in all Public Schools? It seems to us that it suffers more than almost any branch of instruction by being made a task rather than an interest. It is prescribed by the quantity, as a sort of bronchial medicine, very good for the patient, but very hard to be taken. The quality of the performance is very soon lost sight of. It is the bottom of the page, the end of the lesson, rather than the method of expression, that is regarded as the important result. The misconception is an early one on the part of the pupil, and is perhaps connected with the first lessons of home.

School Committee.—BENJ. H. BAILEY, M. M. COLBURN, C. S. LOCKE, ALFRED HEWINS.

DORCHESTER.

As educators of youth, our public teachers help lay the solid masonry and build the broad foundations of society. As fellow builders, they give form and stability to the whole superstructure of life. It is therefore of vital importance that they should possess high moral as well as intellectual attainments. They should in a high degree possess all those elements of character which it is needful to impart in order to perfect the work of youthful education. Childhood is peculiarly the period of observation. Every avenue to the soul is open and every influence is potent. While the character is in its earlier process of formation, in its tenderest and most impressible condition, it should be most carefully and delicately guarded. No man has arrived to maturer years who has not had occasion to reflect upon the fortunate or unfortunate surroundings of his early life. It is therefore of vast importance that he who exercises the holy office of educator or leader of youth, should, so far as practicable, be fitted to guide, instruct and elevate his disciples by the refined and genial influence of his daily examples, as well as by his daily precepts; that the heart may be educated as well as the head; that the moral elements may be developed and strengthened equally with the intellectual—so that our children may grow up to become good neighbors, good citizens, well-educated and well-bred gentlemen and gentlewomen.

It may not be amiss, while speaking of the character and duties of our public teachers, to reflect upon our own relation to the cause of education, and to consider our own duties as parents and citizens in this respect. We are very apt to forget our public responsibilities and neglect our public duties. It is a maxim taught by common experience, that "what is everybody's business is nobody's business." This is fatal mistake so far as matters of public interest are concerned. In no way can our public duties be discharged except by proper devotion to individual duty, and in no way can the public interest be promoted better than by individual attention to our Public Schools, where are laid the foundations of all our private and public welfare. In this respect parents especially should not forget their accountability, nor neglect their duty. In the great work of education the family is the elementary school, and the father and the mother are the primary teachers ordained by nature. To a fearful extent it is ours to mould the character and cast the destiny of our offspring. Public Schools and public teachers are but our faithful coadjutors, provided at the public expense, to relieve us of a portion of our task and secure the proper training of our children. If this fact could be fully realized and faithfully observed, it would tend very much to promote the welfare of our schools and secure the better education of coming generations.

Chairman.—HENRY A. SCUDDER.

FRANKLIN.

In reading the above report, gleaned from the registers, one cannot fail to notice how small a proportion of the scholars in town receive the full benefit of the small pittance of money expended for educational purposes. It would seem, when the appropriations are so meagre, that every scholar ought in justice to improve the golden hours allotted for mental endowments; yet the most trifling excuses are permitted to stain the pages of the register with either an absent or tardy mark. We are sorry to say, in many instances, the parents are as much, or more, in fault than the children in this respect. The idea that it is only an hour, or half-day at most, which they are losing, connected with the injunction that the child must study more diligently when in school, to make up for lost time, has sent John on many an errand when he ought to have been sent to school, and kept Mary rocking the cradle while she ought to have been keeping her record perfect in the register. Parents should bear in mind the school register is not a thing of a day, but something that lives as land-mark, or as historic evidence in after-times, in relation to the promptness or tardiness of their sons and daughters. It has not only a decided effect upon their present progress, but it may tell upon the whole future of their lives. A gentleman of means from the country wrote one of the most enterprising merchants of Boston a letter, requesting him to take his son into his store as a clerk. Not that he cared so much about the amount of his wages as he did the instruction he would gain in the mercantile department, remarking, at the same time, that he could send the best testimonials of the young man's character and activity. Three weeks later the father received an answer. It ran in this way:—

“DEAR SIR,—I received your favor of June 13, in due season. In reply, would say, I am in want of two active, trusty boys. I was at R—— on Saturday last, your former place of residence. I made inquiry relative to your son, and I am happy to say that he bears a good character. But, sir, in looking over the school register for 18—, I find he was absent four and a half days and tardy thirteen times in eighteen weeks. Now, sir, my idea is that that man or boy who is not prompt and faithful in his own business will not be in that of another man. I must decline the offer of your son.”

Thus these absent and tardy marks deprived the young man of the wisdom and practical experience of one schooled in mercantile pursuits. It is not enough that a clerk or a scholar is moral and obliging; but he must be in time. Much depends upon punctuality; it is the secret of success; and in no place is it more essential than in the school-room. Not unfrequently the lesson of to-day will assist materially in the lesson of next week. Does your child lose the explanations of to-day, he is poorly prepared for what is before him in coming time. He falls behind his class, and the result is

that he becomes discouraged, and feels that he is not equal to the task assigned him. He comes home with the complaint that the teacher does not exercise judgment in giving out lessons ; whilst the truth is you and your child exercise neither judgment nor economy in his irregular attendance upon school.

For the School Committee.—S. W. SQUIRE.

MEDFIELD.

It has been the policy of your committee, not so much to secure a rapid progress, as a thorough knowledge of the various branches of study pursued in the schools ; we have, therefore, uniformly advised the teachers to give short lessons, and insist on as perfect recitations as could be obtained. We have not been unmindful of the fact, that such a course is not always most gratifying to parents, nor most satisfactory to pupils ; but nothing, we think, can be plainer to those who will pause to reflect, than that no real progress can be made in any science without a thorough understanding of its rudiments.

We have endeavored to call the higher departments of our schools back to a daily exercise in oral spelling ; which, in many places, has fallen into disuse or neglect, as is too often manifest in private correspondence and in articles prepared for the journals of the day.

To secure a proper use of language, and train the scholars to express their thoughts with ease and elegance upon paper, we have insisted, as far as consistent with the circumstances in which we have been placed, on a regular exercise in composition ; and have made these lessons as practical as possible, through a written correspondence of the pupils with the teachers, and writing such instruments as are used in the ordinary business of life, while other themes have been left for their own selection.

For the Committee.—A. BIGELOW.

MILTON.

One of the most important of these is the fact, that there has been an almost universal change of teachers within the year. Of the eleven teachers who were with us at the beginning of the year, but one remained with us till its close.

We always regret a necessity for a change of teachers. Sometimes the interests of the schools demand it ; but it is always—for a time at least—a hinderance to the progress of a school.

Most of the changes which have occurred with the year are to be attributed to a single cause. With few exceptions, the motive which teachers

have had for leaving us has been, that higher salaries than we paid them have been offered them elsewhere. To such an extent have we been affected by the increase made by other towns of the salaries of teachers, that the reason why a like increase should be made by us, no longer rests upon our sense of justice to teachers, but upon our determination to maintain our schools at a respectably high standard.

The pupils of our schools lack one powerful incentive of high attainment which is supplied by every other town in the State whose valuation equals our own. We have no High School. The town would, in all probability, have long since established a High School if there had not been an academy within its limits. Resting satisfied upon the presumption that any parents who wished to give their children the benefit of a High School education might send them to the academy, the citizens of the town have not considered that it is impossible to make an academy supply the place of a High School.

The committee would say nothing in dispraise of the academy. On the contrary, they believe that it is under the charge of excellent instructors, and that it has attained the highest degree of success of which it is capable. But they feel that it is wholly inadequate to supply the place of a High School; and they would commend the need of such a school to the consideration of the town.

The establishment of a High School would be a signal benefit to our present schools. There are constantly to be found, in all our Grammar and Mixed Schools, pupils who are pursuing studies which might better be confined to a High School. A small number of them only can attend the academy. The only schools accessible to most of them are our Public Schools. Many of these pupils would, if the opportunity were afforded them, pursue the full course of study which belongs to a High School. The equivalent of the first year of such a course is nearly all that can be offered them in the District Schools. But the stimulus given to the younger classes by the limited opportunity of studying the higher branches now afforded to the most advanced class is hardly sufficient to compensate for the loss of the teacher's time and attention which these classes suffer under our present arrangement. In some of our schools, the time of the teacher is too much crowded. It is impossible for him to give to every class the attention which it deserves. The consequence is, that, although the pupils may display a considerable degree of energy while they remain in the school, many of them are nevertheless disposed to leave it early. Its opportunities cannot satisfy them. They enter upon the duties of life imperfectly prepared to discharge them, and fall behind their more fortunate fellows, whom they might easily have outstripped.

For the Committee.—JOSEPH R. WEBSTER.

NEEDHAM.

Good reading is the foundation of all learning; all other studies rest upon it. Hence, its great importance to every scholar, and to every person. Some teachers fail to make good readers of their scholars, by giving them quite too long lessons. Two or three pages are often assigned them for a lesson, when as many sections or paragraphs would be as much as could be well mastered and correctly read. Scholars must be drilled in reading, as well as in arithmetic. This requires time and great patience and perseverance, both on the part of the teacher and scholars. It is very difficult for some scholars to learn to read well. They may be quick and apt in other studies, but in reading their progress is slow and labored. These require double attention and time on their reading lessons. Thorough instruction is the only remedy for poor reading. Every scholar in the class should know how to spell every word in the lesson, and even define it; and the sooner this thorough course is taken the better for dull scholars in reading.

School Committee.—NATHAN LONGFELLOW, SOLOMON FLAGG.

QUINCY.

Gymnastics.—Very satisfactory has been the working of our new rule enjoining the practice of gymnastics upon all the schools. We have been greatly delighted with the pleasure and pride which the pupils, in many instances, take in these exercises; nor can there be any doubt whatever of their highly beneficial result. Let a skeptical person enter a school-room in which the physical exercises are about to be performed. The pupils have become a little tired and cramped from their long sitting. Some of them are really unfitted for study. Scarcely any can labor with the same zest that they did at the beginning of the session. The windows are thrown open; the scholars rise to their feet, and with precision and accuracy perform their various movements, sending the blood freely through every part of the body, expanding the lungs, relieving the head of its pressure, preparing every pupil for renewed attention to study.

In the younger schools, a very little time suffices to tire the children. There gymnastics should be practised several times each half day. In no school should less than twenty minutes be devoted to them each day.

General Regulations of the Schools.—1. All teachers in the Public Schools are required to make themselves familiar with these regulations; and the least violation of any one of them shall be considered a fair ground of complaint against any teacher.

2. The morning exercises of all the schools shall commence with reading the Bible, and it is recommended that the reading be followed by prayer.

3. The teachers shall devote themselves earnestly and exclusively to the duties of the school-room during the school term and school hours established by the committee, and no absence shall be allowable, except for sickness, without previous notice to the sub-committee, and permission obtained.

4. When a teacher is absent on account of sickness for more than a week, the bill shall not be allowed for the time of absence, except by a special vote of the board, and no substitute shall be employed for more than one day at a time without the approbation of the sub-committee.

5. Teachers shall have the privilege of taking one half day in each term to visit any school or schools in town. They shall also have the privilege of taking one day in the year to visit the High School.

6. It shall be the duty of the teachers to see that the fires are made in time to warm their respective school-rooms before the appointed hour for opening their schools; and also to keep the school-rooms, entries, and outhouses in a neat condition.

7. No pupil or other persons shall cut, deface, defile, or otherwise injure the school buildings or furniture thereof, or the fences, trees, shrubbery or any other property thereto belonging; and any pupil or other person suspected of being guilty of such an offence, shall be reported forthwith, by the teacher, to the sub-committee.

8. Teachers shall aim at such discipline in their schools as would be exercised by a kind and judicious parent in his family; and shall avoid corporal punishment in all cases where good order can be preserved by milder measures. And it shall be the duty of the several teachers to keep a record of all instances of inflicting corporal punishment, which they shall exhibit to their respective sub-committees at each monthly visitation, when said record shall be erased.

9. It shall be the duty of all the teachers to give vigilant attention to the ventilation and temperature of their respective school-rooms. A regular system of ventilation shall be practised, in winter as well as in summer; and the temperature of the rooms shall be kept as nearly as possible at 66° Fahrenheit.

10. No child who comes to school without proper attention having been given to the cleanliness of his person, and of his dress, or whose clothes have not been properly repaired, shall be permitted to remain in school, but shall be sent home to be prepared for school in a proper manner.

11. The teachers shall carefully observe and follow that requirement of the State laws which enjoins it upon "all instructors of youth to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction the principles of piety and justice, and a sacred regard to truth; love of their country, humanity, and universal benevolence; sobriety, industry, and frugality; chastity, moderation, and

temperance, and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the abovementioned virtues to preserve and perfect a republican constitution and secure the blessings of liberty, as well as to promote their future happiness; and also to point out to them the evil tendency of the opposite vices."

12. It shall be the duty of the several teachers to exercise, so far as practicable, a general inspection over their pupils while going to school and returning home.

13. Any teacher may exclude from school, for the time being, any pupil who shall exhibit habitual disobedience to the rules of the school, or who shall be known to be guilty of habitual immoralities, or habitual rudeness or impropriety of manners; and the teacher shall immediately inform the parent or guardian of the child of such exclusion, and shall apply to the sub-committee for advice and direction. The sub-committee may prescribe any temporary exclusion which may be desirable, and such scholar shall be admitted to no other school without the vote of the board, and the sub-committee shall report all such cases at the meeting of the board next following the expulsion; and no permanent expulsion shall be made except by the board.

14. Tardiness shall be subject to such penalty as in each case the teacher may think proper. Pupils absent from school must, on returning, bring an excuse for such absence; and every pupil, wishing on any day to be dismissed before the close of the session, must assign satisfactory reasons therefor, and obtain the consent of the teacher. Teachers having charge of pupils who are habitually truant shall, with the approval of their respective sub-committees, report their names, residences, and the names of their parents or guardians, to the truant officers of the town.

15. The teachers of all the schools shall be required to fill up with accuracy the blanks prepared for school returns, and to hand the same to their respective sub-committees, duly signed, at the close of the school year; and accompany them with such suggestions in writing as may seem to deserve the attention of the committee, and to be for the welfare of their schools.

16. Children not less than five years of age may be admitted into the Primary Department without an examination.

17. No child shall be admitted into any Primary School after the first three weeks of each term without the written permission of the sub-committee.

18. No pupil shall be admitted into any school without first exhibiting to the teacher satisfactory evidence of vaccination; but such evidence shall

not be required of pupils who go from one Public School in the town to another.

19. Every scholar in the Primary Schools shall be provided with a slate, and shall employ the time not otherwise occupied, in drawing, printing, or writing.

20. No child living in one district shall be allowed to attend school in another district, unless by the consent of the respective sub-committees of the schools of said districts.

21. The several schools shall commence at 9 o'clock A. M. and 2 P. M. from April to September, and at 9 o'clock A. M. and 1½ P. M. from September to April; *provided, however*, that other hours may be substituted by the respective sub-committees when the convenience of pupils and parents may render it expedient, subject to the approval of the board. These hours shall not be altered without permission of the sub-committees.

22. No principal shall on any account leave his school in charge of his assistant without special permission of the sub-committee.

23. The doors of the several school-houses and school-rooms shall be opened, and the teachers shall be present for the reception of the scholars at least ten minutes before the time fixed for the schools to begin. The teachers shall require the scholars to be in their seats, and shall commence and close the exercises of the schools punctually at the prescribed hours.

24. There shall be a recess of fifteen minutes in length during each half day; and no pupil in any school shall be deprived of his full recess, though he may—for punishment—not be allowed to take it at the regular time with the school.

25. In addition to the usual recesses, there shall be in all the Primary Schools, two intermissions of study, of five minutes each, in each half day; the first intermission to take place midway between the opening of school and the recess; and the second intermission midway between the recess and the close of the session.

26. The school year shall begin on the first Monday in February, and end on the day next preceding the first Monday in February following. It shall consist of two terms; the first term to begin on the first Monday in February, and the second term to begin on the first Monday after the close of the summer vacation.

27. There shall be the following holidays and vacations:—

Every Saturday in the year. Washington's Birthday; Fast day; May day; the last week in May; the Fourth of July; the six weeks immediately following the third Monday in July; Thanksgiving week; Christmas day; and the week immediately preceding the first Monday in February; and the chairman of the board is authorized to suspend the schools on such public occasions as he may think proper, not exceeding three days in the year. No other holidays shall be allowed except by special vote of the

board ; and no school shall be suspended on any other occasion, except for special and important reasons relating to a particular school, and then only by express permission of the sub-committee.

28. No subscription or contribution, for any purpose whatever, shall be introduced into any Public School. No person whatever shall read to the pupils in any school, or post upon the wall of any school building, or fences of the same, any advertisement. Nor shall any agent or other person be permitted to enter any school for the purpose of exhibiting, either to teacher or pupil, any new book or article of apparatus.

29. The school-houses shall not be opened or used for any other purpose than the regular instruction of the Public Schools, except under the direction of the sub-committees respectively.

30. No teacher shall make any purchase at the expense of the town, without first obtaining the consent of the sub-committee.

31. The books used, and the studies pursued, in all the Public Schools, shall be such and such only as may be authorized by the board.

32. In teaching arithmetic to the several classes, every teacher shall be at liberty to employ such books as he shall deem useful, for the purpose of affording illustration and examples ; but such books shall not be used to the exclusion or neglect of the prescribed text-books ; nor shall the pupils be required to furnish themselves with any books but the prescribed text-books.

33. It shall be the duty of the teachers of the High School, the Grammar Schools, and the East District School, to keep or cause to be kept in a book provided for that purpose, the character of the lesson required of each pupil ; also to note in the same the tardiness or absence, and the deportment of each pupil. It shall also be the duty of these teachers, at the close of every month, to send to the parents or guardians of each pupil, on cards prepared for the purpose, a copy of the record of said pupil, as it shall have been entered on the said book for the month preceding ; and the pupil shall return said card, with his parent's or guardian's name endorsed upon it, at the session next following that on which it was presented. This rule shall not apply to the pupils of the first and second classes in the High School.

34. Singing shall be taught and practised daily, in all the schools.

35. There shall be daily exercises in gymnastics, in all the schools.

36. Written compositions shall be required of all the pupils in the High and Grammar Schools.

37. Declamations shall be required of all the boys in the High and Grammar Schools.

38. The annual promotions—to be made by the several sub-committees—shall take place at the beginning of the second term ; at which time such pupils belonging to the first classes in the Intermediate, and first and sec-

ond Primary Schools respectively, as a careful examination shall find worthy of promotion, shall be transferred to the schools of next higher grade. But special promotions may be made whenever the several sub-committees shall deem it advisable.

High School.—1. The examination of candidates for admission to the High School, to be conducted by the board, shall take place in the first week of the summer vacation, and at such other time as the board may order.

2. The principal of each Grammar School or Mixed School shall notify those members of his own first class to whom he can give a certificate of good moral character and presumed literary qualifications, to appear at the High School, at nine o'clock of the day appointed, when they shall present their certificates to the chairman of the board. No books, manuals, private explanations, or communication by one pupil to another, will be allowed.

3. Candidates shall be examined in all the studies pursued in the Grammar Schools of the town, and a thorough knowledge of such studies shall be indispensable to admission.

4. Pupils coming into town subsequently to the examination, and such other applicants as, for reasons satisfactory to the board, did not appear at the High School on the regular day for examination, may be admitted, if they are found qualified in the studies required for admission, and also in the studies of the classes they propose to join.

5. There shall be one daily session of this school, commencing at nine o'clock and ending at two o'clock, from September to April; and beginning at eight o'clock and ending at one o'clock, from April to September.

6. The time allowed each day for recess shall be thirty minutes, the recess to be given in such portions as, in the judgment of the principal, shall be best for pupils.

7. Any pupils who, through neglect or idleness, shall render, in the course of three months, less than seventy-five per cent. of perfect lessons upon the whole number of lessons required, shall be reported to the sub-committee.

8. No pupil shall be required to study more than two hours out of school.

9. Every pupil who shall have completed a four years' course of study in this school shall receive a diploma.

10. All the regulations of chapter 7—excepting sections 16, 17, 19, 20, 21, 24, 25, 38—shall apply to the High School.

School Committee.—JOHN D. WELLS, EBENEZER ADAMS, J. G. B. HEATH, JOSEPH W. ROBERTSON, CHARLES R. MITCHELL, HENRY BARKER.

ROXBURY.

High School.—During the year, military drill for the boys, and calisthenics for the girls (upon Dr. Dio Lewis's plan) have been among the regular exercises of the school. Under the instruction of their commander, a member of the school, the boys have become proficient in the manual of arms and in company movements. The drill is in all respects a success, and with proper equipments these lads would make a military appearance creditable to similar organizations of their elders. It is found that the discipline under which they are placed in this exercise exerts a beneficial influence, and combining healthfulness with this, it needs no further argument to obtain for it the approval of the public. The calisthenic or gymnastic exercises of the girls are also made a regular duty of the school, and afford a healthful training of the limbs, as well as an agreeable amusement. Of the excellence of this system, and its beneficial results, both to body and mind, there can be no doubt. The zeal and interest with which the exercise is now attended to should not be suffered to abate.

Vocal drill is now more generally attended to in the Grammar Schools than heretofore. The recent meetings of the teachers have given an impulse to this exercise, as well as to others named below, and it is hoped that it may receive that constant attention which its importance deserves.

Object-teaching, which has been practised to a limited extent in some divisions, is also now receiving attention from the teachers, and will be gradually introduced throughout all the schools. This system is so useful and important a method of imparting knowledge, and developing the mental powers of children, that excellent results may be anticipated from its general adoption, if carried out with tact and enthusiasm.

Physical exercises, which had also been pursued with success in some divisions of the Grammar Schools, have now been generally introduced. They afford a pleasant relief from the constraint of the desk, and will be found useful in promoting the health, and physical and mental activity of the pupils. While they should not be allowed to trespass upon the other duties of school hours, they should yet be attended to with regularity and with spirit and force, in order to derive from them the benefit intended. It is believed that a just mean is generally adopted by the teachers, and the committee have been highly pleased with the exhibition of these exercises which they have witnessed in some of the divisions.

For the Committee.—WILLIAM A. CRAFTS.

SHARON.

What was adequate for successful teaching twenty-five, or even ten years ago, is not sufficient now. The world moves. This is an era in human history, and teachers must catch the spirit, and seize the issues of the present hour. Experience in teaching is valuable if it does not make one stereotyped, and assist him in slighting his work. If it does this, it is an evil. Many teach their first term best, because then they try. They afterwards may be hindered by a good reputation. To succeed, one must love teaching, and be conscientious in all its duties. There are a thousand little things which are apt to be overlooked in the school-room, but which are potent in moulding character. They may add strength, like bolts in a ship, or may add beauty, like the delicate tracings of an artist's brush.

Of all branches taught in schools, we think no one more important, and no one more poorly taught than reading. Most that is done in some schools is to render indelible the faults of the reader. The culture of the voice, and the expression of sense by sound seems overlooked. Often the poorest readers are those of the advanced classes, because here the faults are permanent. Most scholars read in books too hard for them, and read too much. Less sense is shown here than by the man who, when asked how many miles he could walk in a day, replied that he "could shamble over forty miles, but to walk it as it ought to be walked, thirty miles was a good day's walk." Here was regard to quality, as well as quantity. It should be so with reading. In school, one is to learn how to read, which is very different from seeing how much one can read. It requires much skill to teach reading well.

For the Committee.—P. B. DAVIS.

STOUGHTON.

Here let me remind the incoming prudential committees of the eight districts in town, that there are several schools in the State where young men and women are expressly prepared for the honorable and responsible duties of the school teacher. These can be had at as fair rates as any others, and if secured, you will have the pleasure of knowing that not only are they well versed in the studies usually pursued in a district school, but have been taught expressly how to teach. The number of college students of all grades and qualifications in search of schools, does not always allow the committee to seek a teacher of the class referred to, from the fact that they send out circulars some time in advance of the usual season of hiring teachers. They come from the close of their college term, with their minds well filled with Cicero and the Anabasis, but it too frequently

happens that when they come to be examined for a district school, they make but a very poor show. Besides, they may have a tact for the calling. If so, well; if not, the school will be a failure. The better teachers from our Normal Schools, whose education has been solely in view of teaching, have to go begging for an opportunity to teach, or else leave the State and find employment elsewhere. This should not be so. Not that we would disparage the aspirant for collegiate honors; we admire his energy and industry, especially if he resort to school-teaching not merely for the sake of the money. But we should much prefer, generally speaking, to employ those whose time and means have been expressly spent with the noble purpose of "teaching the young idea how to shoot."

Superintendent.—GEORGE M. HAMLEN.

WALPOLE.

The education which our schools furnish is elementary. It is such as all alike need. Not all that they need; for on it as on a common foundation each scholar must build up his intellectual character according to his ability. His real education is to follow,—that of life and its circumstances; and we merely supply the means by which he may render that education profitable. An ideal or perfect system would recognize attention to the peculiarities of individuals. Ours does not profess so much. It is adapted, probably, as well as any system can be, to the average abilities of all children, and secures the diffusion of a great amount of knowledge through the community. Our duty is to make it as efficient as possible by watchful oversight and thorough instruction.

Our course does not embrace all the studies authorized by the laws. We are occasionally urged to require attention to some now omitted. We should need no urging if we thought that the interests of our children demanded a wider range. Many of them leave school before their fourteenth year, and their literary culture, so far as it depends on direct instruction, ceases. Hence our first consideration is thoroughness in the elements, with so much mental discipline as that makes necessary. An ability of continuous thought, and of looking into the principles on which practical rules are founded, is the prime requisite. If our teachers can develop and strengthen that ability, we prefer that they should do it, even at the expense of some of the time that might have been devoted to a more extended course of study. In most cases we cannot hope to create a decided literary taste, or a love of learning for its own sake; and therefore we employ the limited time of the pupils in studies which furnish some indispensable information, and train them also to acquire further knowledge by their subsequent efforts. A few principles mastered and familiarized are of greater value than many imperfectly comprehended.

Care should also be taken that the best expressions should be employed. By these we mean the clearest and most exact. This duty is seldom duly considered. In regard to clear, simple and definite enunciation of principles and rules we are much indebted to the Normal Schools, the discipline of which constrains their pupils to form habits of accurate thinking and expression.

We notice with satisfaction the practice of gymnastic exercises. If from their limited extent they have not yet done much towards strengthening the physical frame, and preventing the ill effects of sedentary occupations, they suggest much. They invite attention to the value of physical exercise and of a sound body, and ought to lead to important results. It cannot be doubted that our social habits cause us to undervalue muscular effort; tend to make us fearful of exposure and fatigues; hence comparatively effeminate. Mental culture does not disqualify a boy for active business; but it may be conducted in such a one-sided manner and with such a disregard of natural laws, that he may leave school much less capable of usefulness, with a less-rounded and well-proportioned character than the exigencies of life will demand. Hence we are glad to see, in our schools, indications of a just appreciation of physical exercises. A methodical attention to them for half an hour a day will promote the intellectual progress of the scholars, besides contributing to their enjoyment and health.

At the closing examination we were painfully impressed with the fact that the mental discipline of the children does not correspond to their attainments; that even the older classes know more than they understand, and think less than they remember. A tolerable acquaintance with rules is often connected with an utter destitution of thought. For instance, in arithmetic the rules were well learned, but without the slightest acquaintance with the principles on which the rules were founded. In many cases not a reason could be given for a practical rule. "The book says so." "Thus the rule reads." That is all. Why it is so, or why the rule should not be different from what it is, they had not learned. Their knowledge is empirical. In so simple a matter as this, why the expression $\frac{3}{4}$ is equivalent to $\frac{6}{8}$, we have found many scholars and some teachers unable to answer. The art of thinking, of searching for principles, of going to the bottom of things has not been acquired. Hence it comes that boys, who astonished their parents and perhaps the school committee with the rapidity and extent of their answers to questions from books, show a lamentable deficiency when they enter upon the business of life. The most essential item, the habit of independent thinking, has been neglected. We commend the idea involved in these remarks to the earnest consideration of our teachers.

For the Committee.—JOHN M. MERRICK.

WEST ROXBURY.

The chief purpose of these annual reports is to familiarize the citizens with the condition, needs and value of their schools. As it is not in the power of all the people to visit them, and see with their own eyes their state, we endeavor as far as possible, by means of our reports, to bring before their eyes these little busy communities, and let them notice their progress from year to year.

What, then, we ask, are the schools for? And how are they fulfilling their purposes?

The object of all education is threefold: first, instruction; secondly, training; thirdly, development. How are these ends pursued in the Public Schools?

1. Instruction, or the communication of knowledge, is the first thing aimed at in all schools. We take the little child, who knows not how to read or write, and we wish, when he has passed through the three grades of schools, Primary, Grammar and High, that he shall be able to read his own language easily, and write it plainly; that he shall have enough of arithmetic to be able to answer easily all the questions arising in the common business of life; enough of geography, to know what the places and countries are of which he reads and hears; enough of the history of his own land, and other lands, to feel at home in the books which speak of Greece and Rome, England, France, Germany and Spain; and to be acquainted with the names and deeds of the founders and fathers of his own country. In the High School we take him farther, and give him an introduction to Latin and Greek, to French and other modern languages; to algebra and geometry; to astronomy, anatomy, chemistry; to physical geography and English literature. Furnished with these treasures of knowledge, as with precious seeds, the mind of the young may be expected to go further by its own impulse and desire, and continue to add to its attainments through all the years of life.

The old idea of education was that too much knowledge could not be imparted, and the object was to pack and crowd it into the intellect without stint or limit. The means used for this were hope and fear—fear of punishment, and hope of reward in the shape of prizes, rank and praise. But, happily, this system is giving way. We see that there may be too much knowledge communicated to the mind, as there may be too much food given to the body. Mental cramming, like bodily, produces indigestion and disease. Moreover, it has been discovered that the most efficient means of causing knowledge to be received, is to make it palatable and attractive. God has put into the mind an appetite for knowledge, just as He has put into the body an appetite for food. He has made children curious, and curiosity is simply intellectual hunger. By our system of cramming, we

destroy this natural appetite, and produce a state of mental dyspepsia, which makes it at last impossible for any food to be relished or digested.

Judicious teachers and school committees are, therefore, now convinced, that only so much knowledge ought to be communicated as can be understood and taken into the circulation. A little knowledge, well comprehended and easily used, is better than a memory weighed down with a mass of words, rules and lists of names, learned by rote, and repeated as a parrot repeats its lesson.

2. More training is what we need. The old system spent all the school years in teaching one faculty of the mind, namely, the memory of words. Now we wish the memory to be cultivated and disciplined like the other faculties. Children ought to be drilled in committing to memory and shown how to do it, till they can at any time learn in this way what is necessary to remember. They should be taught not only how to remember but how to recollect, how to recall the right thing at the right time, and so to make use of their knowledge.

Next to memory of words comes a careful training of the perceptive faculties; indeed, the latter ought often to come first and lead the way in education. In the method of nature the knowledge of things precedes that of words. The perceptive powers are those which are first developed in the child, and they need systematic and careful discipline. It has hitherto been left to chance. The faculties which distinguish form, color, weight, distance, have been left wholly untrained; but under a proper method children may be taught to tell by the eye the length of a room, the height of a house, the width of a piece of cloth—to tell by the hand the weight, within an ounce, of a piece of meat—to distinguish every shade of color and give each its right name. This can be taught to very little children—children too young to begin to read or write.

Then comes the discipline of the reasoning faculties, which compare, deduce, systematize. Such books as the Rollo series show how easily this mental culture is given. But the true teacher will make the scholars give their reasons for what they say, and define clearly to themselves their meaning. In all their studies he will endeavor to teach them to think. What he does thus will not make any great show on the examinations, but it will, perhaps, be the best thing taught in the school. A half hour spent with the scholars in making them explain themselves, in showing them where their ideas are misty, where their reasons are weak, and in stimulating them to greater clearness and precision, will probably be not only the pleasantest but the most useful part of their day.

Perhaps, however, we ought to have sooner placed the training of the powers of expression; were it not that thinking and the expression of thought seem to go together. All through the years of school-life, children should be taught all that goes to accurate, facile expression—namely, dis-

tingt enunciation, perfect articulation, correct pronunciation—then, precision in the use of words, choice between synonymes, variety of style, manner and expression. The habit of often analyzing the sounds of words is most useful for correct utterance. Lessons in this analysis should be frequently given in all the schools; and such lessons will do more than anything else to break up bad habits of speech.

Such kind of training leads to good reading and speaking—and these are among the most important things to be learned in school. If part of the time spent in schools on English and Latin grammar were occupied in the analysis of the sentences, so as to see the force and range of the English language; and part in careful practice, by a class, in reading or speaking single sentences—such reading to be carefully criticized—it would possibly be an improvement. A large portion of our English grammars are useless for the only true end of grammar—viz.: to teach “the art of reading and writing correctly.” What good can it do a child to learn that when he says “I might go to town,” he has used the imperfect tense of the potential mood; but that when he says “If I go to town,” he is using the present subjunctive? Will he speak more accurately for knowing that fact? Will he stop to think whether he ought to use the perfect or pluperfect potential before he speaks? To speak good English is not in this way—and, in the opinion of your committee, our schools would be improved if more time was given to language and less to the mere formalities of grammar.

3. The highest and most important part of education is development, or the unfolding of the character. All of life indeed, ought to be devoted to this work of unfolding the faculties and powers which the Creator has placed in the human soul. All that the school can do, is to aid in the intellectual, affectionate and moral development of the child. The character of the teacher will aid greatly in this. The school-room will take the tone of the teacher's temper and spirit. The children will insensibly imbibe something of the teacher's disposition, and will copy it, without meaning to copy.

The laws of the State direct that the principles of religion and morality shall be taught in all the schools. Nothing can be so important as this. While the laws forbid all sectarian teaching, and jealously watch the freedom of conscience belonging to each child, they direct that “all instructors of youth shall impress on the minds of the children the principles of piety, justice, regard for truth, love of country, humanity, sobriety, chastity, industry, temperance,” etc. No religious books should be imposed on the children, to which the scholars and their parents conscientiously object; but the teachers should always be careful to inculcate, by precept and example, love to God and love to man, for these are the security of States and nations.

School Committee.—J. FREEMAN CLARKE, D. S. SMALLEY, THOMAS LAURIE, A. J. GORDON, NATHANIEL P. KEMP, T. B. FORBUSH, LUTHER L. WHITE, JAMES P. WALKER.

WEYMOUTH.

Discipline.—The discipline and order of the schools, in most cases, have been satisfactory. In some two or three cases, it is believed, a more judicious course might have been taken. Having laid down rules, and committed themselves to a specific policy, the teachers have felt bound to punish corporally, simply because they said they would; and scholars not having erred intentionally, and keenly sensitive to the seeming injustice of the act, have suffered themselves to be expelled from school rather than submit to it; and, being restored, have been repelled by a repetition of it. Had the teachers reserved to themselves freedom of choosing the time and mode of punishing any technical or real offences which might occur, so as to have due regard to the intention and general character of the offender, this might have been avoided. In the higher grades of schools, especially, it cannot often be necessary or profitable to beat scholars in the presence of the school. If there are any whom other and rational influences cannot control, they can be expelled; and, notice being given to the parent and superintendent, as the regulations require, they will have opportunity, by co-operating, to enforce in a more effectually manner the discipline of law, till the delinquent is prepared to return with a better mind; while, at the same time, the majesty of authority; and the dignity of the teacher and of the school, are fully preserved. To mortify for slight cause, either by whipping or by sarcasm, those whose general conduct is good, or to provoke the resentment of any of a mercurial or vindictive temperament, is alike unwise and hazardous. Schools are governed by authority reasonably exercised; and gentleness and firmness should blend in discipline, while due care is exercised not to displease those whom one would benefit by instruction. The way is open to all, to refer any grievances which may arise to the committee in charge, who may be expected to hear with patience and to judge with candor, and to act in view of the facts in a spirit of kindness and impartial justice to all parties.

Superintendent.—CALVIN TERRY.

BRISTOL COUNTY.

ATTLEBOROUGH.

The times upon which we have fallen suggest that more money will be needed in carrying on the schools in the town than has of late been appropriated for that purpose. The town cannot afford to retrench their expenses in schools. Retrenchment has already been carried out at the expense of both money and education ; for, while the town has not maintained its Public Schools in a way so as to meet the educational interests of the town, private enterprise has tried to supply the deficiency, and it has accomplished much good. But private enterprise cannot do what is needed to be done as well as the town, and it is more expensive, and in some respects works to the injury of the Public Schools.

There should be no necessity for Private Schools in the town ; and the Public Schools should be so well maintained, and of such excellent grades as to make it impossible for a Private School to find a place anywhere within its boundaries. Such Public Schools, we are confident, can be maintained, and at a less expense to the town, in dollars and cents, than inferior schools, with the deficit made up by the establishment of Private Schools. We say nothing against Private Schools ; but against the necessity for them in a town like this, we earnestly protest.

As the schools of the town are now supported, Private Schools are felt to be a necessity. Make the Public Schools what they ought to be, and what the law demands that they should be, and this necessity ceases, and private enterprise is turned into the public channel of educational enterprise. Besides the Private Schools which are kept in the town, for parts or the whole of the year, it is well known that for the want of such a school in town, as the law requires, many pupils are sent abroad, at great trouble and expense, to school, and thus the money and the enterprise that should be expended at home, are engaged to build up the educational interests of other people instead of our own. We conceive this to be an almost suicidal policy, and hope it may be taken into serious consideration, and that the town will adopt the better and safer policy of making our own Public Schools worthy of patronage.

School Committee.—J. D. PIERCE, W. W. BELDEN, A. HALL.

BERKLEY.

The knowledge of duty and the will to do it among the people is the only salvation of the State. How shall this knowledge of duty and will to do it be secured? Our answer is, by expanding the human mind by knowledge, and embuing it with principles of virtue during the susceptible years of childhood and youth. This is what we mean by education. Our Common Schools are the most efficient auxiliaries in this important work. To this proposition most persons will agree, and many express much sympathy and verbal encouragement—not always sustained by those muscles necessary to perform the labor and make the sacrifices for the accomplishment of this important and vitally necessary object. When we call upon the parents, the clergyman, farmer and mechanic to visit the school, where the training of the immortal mind of the children and youth committed to their care is progressing for good or evil, they all begin to make excuse. We would not be understood as insinuating that we are sinners in this matter above all others as individuals or as a community—or that the school is the only place where the future sovereigns receive their training. Far from it!

School Committee.—WALTER D. NICHOLS, DANIEL S. BRIGGS, OLIVER E. FRENCH.

DIGHTON.

When money is voted for highway repairs, does not every man feel and show a direct interest in its expenditure? When large sums are raised to avoid an impending draft, we have known enthusiastic meetings held night after night to see that it was expended to the best purpose, and that the best results might follow. But we have yet to learn that any such spirit exists that would call forth such an expression of interest, in laying out new highways to knowledge, or repairing the old ones, or to avoid the draft which is constantly impending over the ignorant, a draft into an army of unthrift and want.

We say then that the "first and foremost" cause of the backwardness of our schools, is the want of interest openly manifested by the citizens of the town, in the welfare of the schools, and we would say that this is a subject which cannot be too long and earnestly dwelt upon, were it not that this has been the burden of our reports for years, and we have not as yet been able to utter that convincing word or make that effectual appeal, which should produce the desired effect of creating a living vital interest in our school affairs. But we do not wholly despair. Sowing in faith, the seed may be sometime scattered which shall produce the desire fruit.

We wish that parents could feel that deep interest in this matter which the importance of the subject demands, for there is no more important subject, so far as regards the future well-being of their children, which could

be set before them. But attending school seems to have fallen into a dull routine which neither receive the attention of the parents, nor the interest of the pupils, which it would receive if its full importance were carefully considered.

School Committee.—GEORGE E. GOODING, C. W. TURNER, GEO. C. BURGESS.

EASTON.

We desire to call attention to the importance of reading and spelling which, in some instances, seems to be undervalued by parent, teacher and scholar. The crowded schedule of classes, to go through with which the day is all too short, is made an excuse for abridging the time allotted to these fundamentals of education. Often, instruction in the former is little more than nominal, comprised in a short daily exercise without analysis of what is read, or minute criticism of the manner, tone and enunciation of the reader; while practice in spelling is confined to the last few minutes of the session, or sometimes, crowded out altogether. This is a fault of the first magnitude. If there be not time to accomplish all that is desired, let the deficiency fall on any department but these. It is the duty of parents to see that their children do not neglect the elementary studies, which fit them for practical usefulness, to obtain a mere smattering of the higher branches of learning which are unwisely introduced into our District Schools. The fact is apparent, when we consider that this class of schools is largely composed of those who will enjoy no further educational facilities, that too many studies are allowed and too much ground covered in each. It is not to be expected that they shall graduate mathematicians, philosophers and bachelors of science, but we may reasonably ask that every diligent pupil shall be prepared to take a respectable position among intelligent men and women. The remarks concerning reading and spelling apply also to the art of writing, which in few cases is taught regularly, systematically and faithfully. In some schools, during the past year, considerable pains have been taken and commendable improvement appears; but, more frequently, an inspection of the copy-books has revealed the teacher's negligence and the learner's carelessness. Want of time is the apology, but for these things time should be taken, though algebra, geometry and philosophy suffer in consequence.

For the Committee.—GEORGE G. WITHINGTON.

FALL RIVER.

Another error which is often made is, that persons in feeble health,—too feeble to do anything else,—can keep school; as though an individual who is nervous, irritable and pettish from physical disability, and unable to

control her or himself, was a fit person to undertake the control of children. No; a person to be a good teacher, needs sound health, steady nerves, a calm, assured self-control, a dignified vivacity and kindness. These are qualities that are constitutional and not often acquired, but may be greatly improved by culture. It is for this reason that all cannot become good teachers. There is a certain aptitude, belonging to the calling, which is essential to success; but that aptitude needs training. It is for this that the Normal Schools have been established, and they are doing a good work by turning out skilful teachers. And we would recommend those of the graduates of our High School, and others, who purpose to make teaching a profession, to avail themselves of the advantages afforded by the Normal Schools.

Special Schools.—The business of our city gives employment to so many children, that we always have a large class of those between five and fifteen, who are not registered in our regular schools. The number cannot be accurately ascertained by comparing the whole number between the ages of five and fifteen as returned by the assessors, and that borne on the school registers, as the latter contain a large number over fifteen years of age. The number returned by the assessors is 4,144, and the number registered in the summer term was 3,323, and in winter 3,493, making a difference between the number returned and the highest number registered of 651. This should be increased by from one to two hundred for those registered over the age of fifteen. It will be fair to assume the number not borne on the registers, to be between seven and eight hundred.

The most of these scholars have been, at some time, in the Primary Schools; but have left them to be employed in the manufacturing establishments. They remain there, while these are running, and they can get work. When the factories stop they are ready to go to school. But the houses are already full, and there is no place for them; and the influx of large numbers into the regular schools only disturbs and injures them, while it is of very little benefit to the children that enter them for short periods. To remedy this, the committee have adopted the expedient of establishing special schools for their benefit. This has been done several times and for considerable periods since the commencement of the rebellion. Union Hall, which had been rented for evening schools, was used for this purpose for several years. But last year it was sold and taken down, and when the factories stopped last fall, there was no suitable place to be found in which such schools could be opened.

At the suggestion of the committee, the Armory building on Bedford Street was appropriated, and fitted up with seats for two hundred and seven scholars, with recitation rooms; and a school was opened October 31st, 1864, under Miss Phebe S. Gifford, as principal, and Cornelia W. Woodman and Maria R. Hicks as assistants. The school continued three weeks,

closing on the 18th of November. The whole number of scholars entered was 170 ; males 101, females 69. Average attendance, 74. The average attendance was much reduced in consequence of the factories beginning to start up one and two weeks before it closed, till the number of scholars was reduced to ten.

This school was not opened so early as it should have been by nearly a month, its consequence of the building not being in readiness. As it was manifest that not half of the children working in the mills, entitled to go to school, could be accommodated in this building, the National Armory building on South Main Street, was purchased and fitted up with seats for one hundred and fifty-two scholars, with recitation rooms. It, however, was not completed in season to be used for a day school.

Evening Schools.—An evening school was opened in it. The school was well attended, and the scholars made good progress. An evening school had been in operation in the Armory building on Bedford Street, about a month prior to the opening of this.

The length of the school on Bedford Street was 105 days ; and of that on South Main Street, 80 days. The cost of these schools was about seven hundred and fifty dollars for salaries.

Adults were permitted to attend them ; but they were in reality schools for the benefit of those who ought to attend the day schools. Scholars were admitted as young as ten years old, till the schools were full.

It was very gratifying to witness the avidity with which these children of toil availed themselves of these scant opportunities to acquire an education. In consequence of the high prices of everything but labor, they were compelled to work when there was work for them, in order to keep soul and body together. After working all day in the factories, they would throng these schools in the evening, and devote themselves to their lessons for two hours, five evenings in the week, commencing at half-past seven, and closing at half-past nine o'clock, with a most commendable assiduity. The branches taught were mostly reading, spelling, writing and arithmetic. A few took lessons in grammar and geography.

The law requiring the factory operatives, under a certain age, to attend school three months in a year, is a dead letter. It is not executed here, and it is not probable that it will be. And when, as for the few years last past, it has been so difficult to obtain food and clothing, these children are compelled to work when they can obtain it. And such doubtless will be the case hereafter. It is wise therefore to prepare for this state of things.

These children have the benefit of the Primary Schools till they are seven or eight years of age, although quite a proportion of them enter the mills when only six years old. Those that remain in the Primary Schools till they are eight, usually advance as far as Hillard's Third Reader, spell ordinary simple words and commence mental arithmetic. This beginning,

followed up with the advantages of the evening schools, and occasionally a day special school when the factories are stopped, will enable them to acquire the rudiments of an education which they can improve upon, if they have the ambition to do so. It will at least enable them to learn to read, so as to peruse the newspapers and learn what is going on in the world.

These evening schools, we think, should be continued as a part of our system. The two houses already provided may not be sufficient, and if not, other rooms should be obtained.

School Committee.—FOSTER HOOPER, C. J. HOLMES, JEROME DWELLY, F. A. BOOMER, THOMAS HOLMES, WILLIAM CONNELL, Jr.

NEW BEDFORD.

In order to have a good Primary School, cheerfulness in both teachers and schools, is absolutely necessary. We are happy to be able to report that in most of our Primary Schools there is an appearance of cheerfulness, even happiness, upon the faces of the children, which always attracts the attention of a visitor, and prepares the way for a pleasant and successful examination. But we fear there are a few schools in which the rod is used more frequently than smiles, and severity oftener than kindness; in fact, that they are governed, not by love and gentleness, but by fear and force. If there is a sight in our community calculated to cause sadness, it is that of little children confined for six hours in each day, under the rule of a teacher whose word is law; whose frown they dread; upon whose face a smile for their benefit is seldom or never seen; who fails to discriminate between childish thoughtlessness and wilful violation or defiance of authority; who resists their childlike, confiding advances with harsh words or impatient gestures; and from whose dominion there is, for them, no escape. The effect of such government is too deep and permanent to be entirely dissipated by the smile of welcome with which the teacher always greets a visiting friend or committee, or by the temporary change in manner towards them, which the children have learned by experience lasts only while the visit continues. Many of the children have no true home to which they can repair at the close of school, where they can find efficient aid in their efforts to learn, and encouragements to persevere; where, in the attentions, endearments and caresses of parents and friends, they can find a solace for the many griefs which are almost inseparable from early school days. If neither school nor home proves to them a place of happiness, is it to be wondered at that many of them prefer the street, where alone they find freedom, sympathy and pleasure, there forming acquaintance with older children already far gone in paths of vice, contracting habits of truancy and profligacy, which result in making their lives miserable, a burden to themselves and a curse to the community?

Evening Schools.—The schools commenced on the 11th of October, and the first term, of ten weeks, closed on the 16th of December.

Male Department.—Ebenezer Hervey was appointed principal, Adam Mackie, Jr., and Miss Mary H. Covell, assistants.

Number entered during the term, 107.

Largest number present at any session, 64.

Smallest number present at any session, 18.

Average attendance, 40.

From the quarterly report of the principal, we learn that their ages range from fifteen to fifty-eight years. This school is composed of those who have not had the ordinary advantages of school instruction. They appear very anxious to avail themselves of the opportunity now offered to better their educational condition. Although many are in advanced life, yet they manifest in good degree the docility of children, and take hold of instruction with anxiety and patient industry. It has been very apparent through the term that the instruction imparted to them has not been lost. All who have been in constant attendance have made commendable, and some very marked improvement in the rudiments of education; and by the same continued diligence and patient perseverance may, in some degree, overcome the disabilities of their condition, and acquire an amount of knowledge sufficient to enable them to fill more creditably such places in society as may fall to their lot in life.

Female Department.—Mrs. Frances G. Hersey was appointed principal and Miss Louisa A. Arey, assistant.

From the quarterly report of the principal, we extract the following information in relation to that school:—

“The first term of the female department of 1864 closed on Friday evening, December 15th. Number of scholars entered, 140. Number belonging to the school, 100. Of the remaining 40, some have left the city, others are living in places too remote to attend school, while others have been influenced to attend the day school.

“The average attendance for the term is 90—the largest average ever given. That of 1863 ranks next, averaging 81. The number of scholars is 150. The eldest pupil in school is 67 years of age. Although she lives quite a distance from school, she has been absent but one evening this term, and is one of the most faithful, earnest and devoted pupils. Nor does she stand alone; there is quite a large class of girls, who deserve commendation, for their untiring industry, zeal and perseverance.

“The branches taught are reading, writing, spelling, defining and arithmetic; two scholars are studying geography, two history, and two book-keeping.

“The improvement in reading, writing, spelling and defining has been very satisfactory—remarkable, considering the age of these scholars, and

the fact that many of them come to school without any idea of the English sound of letters and words. Many who now read and write well, took their first lessons three years since.

"In arithmetic, the improvement has not been so rapid. Girls who have labored hard all day, whose intellectual powers are untrained, find the study of arithmetic difficult.

"The labors of the other sex in like conditions, seem to call out and force the mind to some effort of calculation, while the female comes to the task, it would almost seem, without capacity; therefore, if you rely on mental arithmetic, they fail to make progress. The slate and blackboard seem to assist them. But these discouragements are more than counterbalanced by the eagerness and energy manifested; for there are some cases of very marked success. If we do not accomplish much apparently, we universally start them in a course of self-education.

"It is due to the girls, to notice the improvement, very marked, in the moral and social condition of the school. In the first term of 1860, there was much trouble from the petty abstractions of books, pens, paper and articles left in the school-room, and in some cases of garments of the pupils, together with rudeness of expression and conduct during school hours. This has entirely passed away, for the last two years; the rights of property are respected, prompt and cheerful obedience manifested, with gentle and respectful deportment. Also the kindest expressions of respect, affection and appreciation, not only for the teachers but for the city authorities, for establishing the school, and for making it so pleasant and comfortable, and feeling so much interest in their improvement.

"There has been some hesitation with the committee about admitting any under fifteen years of age. The class now in school under that age are, from various causes, unable to attend the day school. After the reading and writing exercises, their time is employed in reading useful books, loaned them as a reward for good conduct and lessons, securing for them a pleasant, comfortable and quiet evening, with good moral influences, better perhaps than they always find in their cold, desolate homes. Under these circumstances, I hope they will be suffered to remain."

It will be seen, from the foregoing reports, that these schools are exerting a powerful influence for good in this community, and that many who have toiled through the day come to these schools to toil through the evening in search of knowledge. The committee have noticed that, notwithstanding the music of the political meetings on the outside of the building, that the desks of the inside were filled with those seeking the knowledge of this world and of that which is to come.

School Committee.—CHARLES C. SAYER, WILLIAM HOWE.

NORTON.

We would present to the people of Norton for their earnest consideration, the following brief outline of a plan, which we believe to be entirely feasible, and greatly conducive to the end so much desired in our several districts. Let the same course of studies be adopted in all the districts, with uniform text-books; and no extra studies be allowed to be taught therein. When the pupils have finished this prescribed course and passed a satisfactory examination, let there be certificates or diplomas awarded by the school committee for passing such to a Central High School as may desire to pursue the higher branches of an English or classical education, this Central High School to be located near the centre of the town for convenience, and to be supported by tuitions, donations, and such appropriations as the town may make for its maintenance, and the course of studies to be such as will prepare both sexes for the duties of practical life. Let there be also a board of education, consisting of two suitable persons in each district, whose duty it shall be to act as an auxiliary with the school committee in all things that shall conduce to the good of schools.

We cannot here give an expanded view of our plan, but what we have said will furnish some idea of that which would, in our estimation, do more than anything else to make our schools among the first in the old Commonwealth. Let there be a hearty and unanimous effort made, to this end, by just and liberal appropriations; by the procurement of teachers fully qualified to carry out this plan; by making such improvements in the school-houses as may be needed; by establishing a library in each district, and one connected with the Central High School; and it will succeed.

School Committee.—SAMUEL BEANE, BENJ. E. SWEET, DAN'L S. C. M. POTTER.

REHOBOTH.

Duties of Parents.—In the performance of their duties, teachers must have encouragement from parents and friends. Neglect and indifference upon the part of parents will often discourage the most faithful and earnest teachers, especially when accompanied by fault-finding and reproach. It is painfully true that many parents seldom, if ever, enter the school-room to encourage teacher and scholar by their presence and advice, but are ready, upon the slightest complaint, to criticize and blame the teacher, without any personal knowledge of the facts in the case. Many failures might be avoided, did those outside of the school lend a helping hand, instead of endorsing complaint without investigation. This wrong is severely felt by teachers generally, and, with sadness, is often quoted as the greatest hindrance to success. We copy from the blank leaf of one register the following words: "One parent has been into the school

during the term. The others have stayed at home, and the most of them talked about the school to others than the teacher, rather severely. Not one of them came into the school to see for themselves, or to advise, assist or encourage the teacher. Is it right?"

We answer and every candid person must answer, no. Whatever might have been the merits of the case, whatever the deficiencies of the teacher, no one can maintain that such a course is right. Let parents consider this subject and ask whether they have not neglected an important duty in this direction.

School Committee.—WILLIAM A. KING, WILLIAM L. PIERCE, HALE S. LUTHER.

SOMERSET.

By-Laws adopted at the Annual Meeting in March, 1865.—1. All children residing in the town of Somerset, between the ages of seven and sixteen years, shall be required to attend some school or other suitable place of instruction, at least twelve weeks in a year, unless there be some sufficient reason to the contrary.

2. All persons failing to comply with the provisions of the foregoing section, and all children belonging to any of the Public Schools of said town, who shall be habitual truants therefrom, shall be liable to a fine of not more than four dollars upon each and every conviction of either of the offences herein described.

3. All persons between the ages aforesaid, belonging to any Public School of said town, who shall without sufficient excuse therefor, be absent from said school three or more times in course of any one term of said school, shall be deemed and taken to be, habitual truants therefrom.

4. There shall annually be chosen by the selectmen of Somerset, in the month of March or April, three persons, who alone shall be authorized in case of a violation of these by-laws, to make complaint and to carry into execution the sentence thereon, who shall be known and denominated as truant officers.

5. Any trial justice shall have jurisdiction of all offences under these by-laws.

School Committee.—GEORGE B. BUFFINGTON, JOHN CLEVELAND.

TAUNTON.

The abolition of the school districts and the introduction of the municipal system, is a measure which meets the hearty approval of the committee. It is, indeed, believed by them that this will constitute an era in the history of our schools, from which they can hardly fail to derive unanticipated benefits.

The new system, upon which we are now entering, is not to be looked upon in the light of an experiment of doubtful utility. It has been tried in many cities and towns in the Commonwealth, embracing more than one-half of the population, and it is believed that whenever it has been fairly tested, it has vindicated itself from all objections, and shown that it is the most favorable to the interests of education. And few, if any, who have witnessed its operations and seen its good results, have desired to return to the district system.

Without designing to enter into any argument to prove the wisdom of the municipal system, we will merely say that it will facilitate the grading of schools, the great benefits of which are obvious to all—it will equalize the burdens of building and maintaining school-houses—secure better teachers, and greater uniformity in the educational advantages enjoyed in all parts of the city.

School Committee.—ERASTUS MALTBY, CHARLES H. BRIGHAM, ANDREW POLLARD, MORTIMER BLAKE, J. E. SANFORD, THOMAS J. LOTHROP, HARRISON TWEED, CHARLES W. MELLEN.

PLYMOUTH COUNTY.

ABINGTON.

We have watched the progress of our schools with great and increasing interest; and we believe they are steadily rising in the character which they possess, and in the influence which they exert.

Our teachers are evidently doing all in their power to advance their schools; and some of them, at least, not satisfied with their present acquirements, are seeking by the means within their reach, to elevate themselves, that they may be able to teach still more successfully. More copies of the "Massachusetts Teacher" are taken and read than heretofore, and other educational works are more frequently seen on their tables. Monthly meetings have also been held through the year, at which essays have been read and the various parts of school work freely discussed.

The result of these efforts is seen in the adoption of improved methods in teaching, and in an increasing desire to secure to the people of the town all the benefits which they should derive from their enlarged expenditures.

But while we speak so highly of our schools and their teachers, we think we are right in saying that they are not yet as profitable as they might be,

or ought to be. We desire and expect in the future more persistent effort,—still greater improvement.

We would have *all* our teachers feel the need of continuing the work of personal preparation as long as they continue to teach; we would have them store their memories with varied knowledge, and cultivate and enrich their minds, that they may, by apt and attractive suggestions and illustrations, awaken in their classes a deeper interest in their studies.

We would have them visit other schools, that they may avoid the defects or imitate the excellences which they observe.

In whatever respect our schools are imperfect we would have them improved.

We would have better reading. While the improvement has been more manifest in this branch, during the past year, than in any other, it is still too mechanical,—too expressionless; there should be life and taste, as well as distinct articulation and correct pronunciation.

We would have more attention given to orthography. We can tolerate mistakes in other branches, but the spelling should be perfect.

We would like to see more thorough drill in the elements of arithmetic, and a better acquaintance with the analysis of arithmetical problems. Failures in working examples more often result from not understanding what is required to be done, than from an inability to do it. More independent work should be demanded. Many a pupil who appears finely while he is allowed to retain his hold upon his text-book, hopelessly fails when he is deprived of its aid. The actual knowledge which classes possess is often, we imagine, much less than is supposed. A pupil's progress should not be measured by surface, but by solid measure.

We would have the work in our grammar classes made more practical. The construction of sentences should be commenced with the first lesson, and should be an essential part of each succeeding lesson through the whole course. It has been truly said, that "what geometry would be without diagrams, surveying without a compass, astronomy without visible stars, chemistry without gas, geography without globes, and arithmetic without examples, grammar is without sentence-making."

In geography, we would have less attempted and more done. We would have map-drawing, in which many of our classes excel, introduced into all our schools, even the primary. We would have it understood that asking the stereotyped questions and hearing them answered according to the book is not successful teaching.

We would like to see introduced into our schools, especially into our Grammar Schools, in the form of general exercises, some of the thousand little matters which pertain to the ordinary business of life, and of which those whose education is supposed to be finished, are so entirely ignorant.

We would have more attention paid to the physical education of our children ; those positions which result in stooping shoulders and distorted spines should not be tolerated.

We would have our teachers exert all their influence against every form of immorality which makes its appearance,—unrefined, coarse and vulgar manners ; untidy habits, in person and dress ; profane and obscene language,—and be watchful that nothing escape them. The pupil should be taught to discriminate between right and wrong, truth and error, wisdom and folly, and to cultivate a keen sense of all that is just and honorable.

The whole train of moral virtues should be closely interwoven into the warp of intellectual culture.

Finally, we would have parents understand that the success of a school does not depend entirely upon the teacher. Their aid and sympathy are needed, or it cannot prosper. They must not be careless or indifferent about the attendance of their children upon school, or their conduct in school. We would have them remember that a word of approbation to our teachers,—where approbation is deserved,—evincing an appreciation of the toils of the school-room, would cost but little, yet would be most highly valued by the painstaking instructor.

“Parents can very much aid in the government of the school, but perhaps in no other way better, than by thoroughly and efficiently governing their children at home.

“Uncontrolled elements in the family are usually uncontrollable elements in the school. Tolerated disregard of parental authority, encourages defiance of the teacher's authority. Recognized authority and respectful obedience in school are as important and necessary as study and instruction.”

We would have parents teach their children to respect the teacher, and to obey cheerfully his established rules and regulations. We would have them avoid disparaging remarks in regard to the teacher ; and in cases of discipline, we would not have parental fondness for their children lead them to take it for granted that they have been abused, and that the teacher is wrong and must be censured. The presumption should be in the teacher's favor until it is proved otherwise. If all parents would take this course, they would very much lighten the labors of the teacher in the government of the school.

School Regulations.—1. All teachers in the Public Schools are required to make themselves familiar with these regulations ; and the violation of any one of them shall be considered a fair ground of complaint against any teacher.

2. There shall be three terms in the year, and each term shall open and close at the times designated by the committee, and public notice shall be given.

The following holidays shall be granted alike to all the schools in town : Fast day, May day, Fourth of July, Thanksgiving day, Christmas day, and the Twenty-second of February.

4. Teachers shall have the privilege of taking one half day each term to visit any other schools, and one day to attend each meeting of the Plymouth County Teachers' Association.

5. No other holidays shall be allowed except by special vote ; and no school shall be suspended, and no absence allowed—except for sickness—without special and important reasons relating to a particular school, and then only by express permission of the committee.

6. Each school shall be kept three hours in the forenoon and three in the afternoon of each day through the term, Saturdays, Sundays, and holidays previously specified excepted. They shall begin at nine o'clock, A. M., and at one o'clock, P. M., except as special permission will be given by the committee otherwise.

7. It shall be the duty of the teachers to see that the fires are made in time to warm their respective school-rooms before the hour appointed for opening their schools ; and also to keep their school-rooms and entries in a neat condition.

8. All the school-rooms shall be opened and the teachers be present, both morning and afternoon, fifteen minutes before the time fixed for the session to begin.

9. In the Primary Schools there shall be two recesses each half day, of ten minutes each, and in the Intermediate, Grammar, and High Schools there shall be one recess each half day of fifteen minutes, including the time occupied in going out and coming in ; and no pupil shall be deprived of his full recess, though he may—for punishment—not be allowed to take it at the regular time with the school.

10. Pupils shall not absent themselves from school except on account of sickness, or for other sufficient reasons ; and an excuse for absence, in order to be valid, must be a written or a direct verbal one, from parents or guardians.

11. Tardiness shall be considered a violation of school regulations, and shall subject delinquents to such penalty as the nature of the case may require.

12. No pupil shall leave the school before the close of the daily sessions, or before the end of the term, except in case of sickness or pressing emergency, and the teacher's consent must first be obtained.

13. No scholar shall be allowed to pass from one school to another without special permission of the committee.

14. The teachers of the several schools shall prescribe such rules for the use of the yards and outbuildings connected with the school-houses as shall insure their being kept in a neat and proper condition, and shall examine

them as often as may be necessary for such purposes, and shall see that the rules which they prescribe are strictly enforced.

15. Every pupil who shall injure any school property, whether fences, trees, pumps, buildings or parts of buildings, or furniture, shall be liable to pay in full for all the damage he has done. And every pupil who shall, anywhere on the school premises, use or write any profane or unchaste language, or shall have in his possession any obscene book or picture, shall be punished in proportion to the nature and extent of the offence.

16. The school-houses and rooms shall not be used for writing-schools, meetings, or for any purpose whatever, except for the schools themselves, without the consent of the committee.

17. It shall be the duty of every teacher to read, or cause to be read daily, in his school, the Holy Scriptures, without note or comment; and the schools may be opened with the Lord's Prayer or other appropriate petitions from the Scriptures.

18. It shall be the duty of all teachers, as specified in the Revised Statutes, "to exert their best endeavors to impress on the minds of children and youth committed to their charge and instruction, the principles of piety, justice, and a sacred regard to truth; love to their country, humanity, and universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance; and those other virtues which are the ornament of human society, and a basis upon which a republican constitution is founded."

19. When a pupil shall be guilty of gross insubordination, or when his example shall be very injurious, especially where reform appears hopeless, it shall be the duty of the teacher to suspend such pupil from school, and immediately to notify the committee, together with the parents or guardians; and the committee shall, as soon as may be, consider the cause of such suspension, and determine whether he shall be reinstated or expelled.

20. In all classes of the Grammar and High Schools, the teachers shall require an exercise in composition by all the scholars, once in two weeks; and declamations by the masters, and recitations or compositions by the misses, the alternate weeks. Written abstracts of the studies pursued, or translations may be accepted one-half of the time, in place of the compositions.

21. Teachers shall follow, as closely as possible, with their classes, the course of study adopted. And no pupil shall be excused from any work assigned his class as there given, or from the requirements of the preceding section, without a written or direct verbal order from the committee, given at the special desire of the parents or guardians of such pupil.

22. No instructor shall introduce into his school any text-book not included in the authorized selections, without the expressed approbation of

the committee ; and teachers shall see that all their scholars are provided with proper text-books.

23. No teacher shall make any purchase at the expense of the town, without first obtaining the consent of the committee.

24. At the close of each term the teachers shall prepare a list of their classes, with the work which they have done during the term, which shall be placed in the hands of the committee ; and at the close of the winter term the names of those scholars who are deserving of particular mention for punctuality of attendance, or excellence in recitation or deportment, shall be reported.

25. No teacher shall receive pay for his services until the register of his school, properly filled up and completed, shall be returned to the committee.

26. The following directions are to be observed in keeping the registers :—

1. All the blanks are to be filled.

2. When the age of any scholar cannot be ascertained, the supposed age is to be entered.

3. No scholar is to receive a number till he has attended school two weeks, thereby becoming a member of the school.

4. Each scholar receiving a number is to retain that number through the year.

5. Each new scholar is to receive a number not before assigned.

6. Absences and tardiness are to be marked with exactness, both forenoon and afternoon.

7. Scholars who are not in their seats at the hour appointed for the opening of the school are to be considered tardy, whatever may be the excuse.

8. The names of visitors are to be entered on the appropriate page, except when a large number are present, as at examinations, when the number only may be given.

School Committee.—SAMUEL DYER, LEWIS E. NOYES.

BRIDGEWATER.

Defects in the Prevailing Method of Primary Instruction.—One of the worst and most general faults in our schools at the present time, in our opinion, relates to the method of dealing with the smaller children. This class of scholars does not generally enjoy a due share of attention in our mixed schools. There is not thought enough given to the question, How shall the little children be taught and governed? We fear that our teachers do not generally qualify themselves duly for the delicate and difficult task of awakening interest and pleasure in the minds of their youngest pupils. This class of scholars too often fails to be kept agreeably and

profitably employed. In many instances, they have nothing to do for six mortal hours daily, but to read and spell ten or fifteen minutes, and then to sit still and hear the recitations and blunders of the rest for the remainder of the day. They do not enjoy even the small favor of being permitted to stand a suitable portion of the time, much less to walk about and relieve their weary limbs. What a blessing it would be to the little folks, if they had no painful and unnecessary restraint to endure!—if the seasons of entire quiet of limb and body were short, and the opportunities of free and agreeable exercise were frequent and ample!

We wish to see all the members of our Primary Schools, and all the little children in every one of our schools, supplied with a greater and more agreeable variety of employments. No class of pupils have a more frequent need of blackboards, slates, pencils, drawing and writing paper. No class have a greater need of skilful and suitable teaching. In no part of their labors more than in those for their younger pupils, do our teachers need that peculiar instinct and sagacity, or else that rare self-culture, which qualifies one to teach with entire success. We do not believe that the little children and the older scholars should be subject to precisely the same regulations and rules. The little ones should in some way enjoy a freedom from restraint, and relief from sitting, such as would be inexpedient and unnecessary for the older scholars.

Let the first years of a child's life be spent in learning facts; in studying visible, tangible nature; in learning truths adapted to young and tender minds; in educating the eye, the ear, the touch, the memory; and let the study of obscurer truths, and abstruse principles, and intangible objects, as well as the fuller exercise of the reasoning faculties, be assigned to a later period of youth.

We have a deep conviction of the superior value of the town over the district system. We should be glad to see the people of Bridgewater thoroughly united in the adoption of the proposed change. We believe such a measure would contribute vastly to the value and economy of our schools.

Desirous of contributing our part toward the forming of a correct public sentiment on this subject, we respectfully submit the following considerations:—

The object sought, in the establishment of Public Schools, is to place a good English education within the reach of all, in every District School; and then, by the High School, to afford to all who may choose it a more advanced course of study. In this town, we have never had a school in every district in which a good English education could be acquired; and it is not easy to see how we ever can have under the present arrangement. It is the united testimony of many towns and cities, embracing more than one-half the children in the State, that the district system

is the great obstacle — the root of all others — in the way of Common School advancement. It is unquestionably true, that the best schools are found where the district system does not exist. The limits of this report will not allow us to discuss the subject as fully as its importance demands, but only to call attention to some of the evils arising from this system.

First. The district system stands in the way of a more perfect organization of the schools. In this town, it provides a house and teacher for ten or fifteen scholars in one district, and imposes upon a teacher the care and instruction of seventy scholars in another. Such an arrangement of the schools does not, and cannot, give the instruction which every parent desires for his child. In the small schools, both teacher and pupil must lack the enthusiasm in their work which comes from the association of larger numbers; while in the large school, there is not time enough in the daily exercises for thoroughly teaching each class, and the teacher is led to adopt such methods as the character and organization of the school will best allow, and which, at the same time, perhaps, will make the speediest show of progress. Again, the classification of the pupils under this arrangement is necessarily very imperfect, making the number of classes in some of the schools altogether too great for thorough instruction by one teacher. The remedy for these inequalities is, to organize the schools in such a manner as to equalize the number of children in each school, and then, as far as possible, to distribute those of the same age, and similar attainments, in separate schools, or in separate departments of the same school, under a teacher carefully selected with reference to his fitness for his particular work. It would be comparatively easy to effect this adjustment, if the impassible boundaries of the district lines did not preclude all enlargement or curtailment of the schools of the town. Experience has fully shown, that changes in district lines are effected only after long delays, and with great trouble. The remedy is to be found only in the abolition of the districts.

Second. “*A good system of public instruction is one which most easily secures and retains the services of the best teachers.*” All the other appliances of instruction are in vain without good teachers. But, under the district system, it is difficult to secure the best teachers, or to retain them when they have been tried and approved. “Teachers, like other workmen, must be trained in their calling; they are peculiarly susceptible to moral influences, to that encouragement which arises from an intelligent recognition of their services, and from a continuation of and promotion in them; and when these are held out, their interest becomes enlisted on the side of their duty, and is made to depend on their proficiency. These conditions are all violated under the present arrangement. In fact, it would be hard to contrive a worse plan than the one we now have for the

selection of teachers." The prudential committee engages a teacher ; he is sent to us for examination. Of course, we can refuse a license if we are not satisfied. But it is not a pleasant thing to do under any circumstances ; and the second candidate may not be any better. On the other hand, were the selection of teachers in the hands of the school committee, having to provide teachers for all the schools in the town, they would receive more applications, have a larger number to select from, and have more interest in keeping the run of good teachers ; and, with the same body of teachers, a great deal is gained by giving to each a school adapted to his capacity. Success is often dependent upon this adaptation. Under the district system, the committee cannot exercise this power of substitution.

Again, " under this system there is a more frequent change of teachers than under any other." Each year, a new prudential committee is generally chosen, and, in many cases, each term a new teacher, thus rendering a uniform, progressive system of instruction impossible. A district may have an excellent teacher, but the new prudential committee, having his own private preferences and plans, refuses to re-engagé a tried and approved teacher, and there is no remedy. With such frequent changes of teachers as are inevitable under this system, it is not reasonable to expect that our schools will become what we desire them to be, or that they can long retain the confidence of an intelligent public.

Third. This system perpetuates a class of school-houses entirely unfit for use. Several of them are to be found in town ; but, as we have already referred to them, we will make no further allusion to them now.

Fourth. The district system is much more expensive, in proportion to what it accomplishes, than the town system. It is the testimony of the town of Abington, and of all other towns which have recently abolished the district system, that a given sum of money will accomplish more, expended by the town through the school committee, than in any other way. It will give longer and better schools, more instruction, and of a better quality.

School Committee—JAMES C. SEAGRAVE, JOHN A. LOTHROP, LEWIS G. LOWE.

CARVER.

There is, perhaps, no greater drawback to thorough instruction, and the complete success of the teachers in the schools of our town, than the collection of children of all ages and grades in one school, and under one teacher. The consequence is, that there are pupils in the same school who, if properly graded, would make some four or five classes in every branch pursued, so that the teacher would be obliged to neglect some or all to a certain degree, or else prolong the school much beyond the usual number of hours in a day. It is considered, we believe, by the best

judges, and we fully concur in this opinion, that six hours in a day is the greatest length of time that scholars of any age should be confined to the strict discipline of the school-room ; yet many of our teachers are obliged to extend the time one-half or a whole hour, and then dismiss the school unsatisfied, feeling that they have not done justice to the many classes under their care.

Owing to the inequality of the districts, in regard to their size, and the amount of money appropriated to each, there is a great difference in the length of the schools, and the children in some parts of the town have advantages far superior to others ; and, as we have said before, although these things are in a measure unavoidable, still we should miss no opportunity of making an equitable distribution of educational privileges, and should oppose every attempt to make the disparity greater.

As the present district system seems to be the only practicable one, we should endeavor to make it conduce to the mutual benefit of all sections of the town ; in other words, we should as far as possible equalize the districts. There should be no local prejudices, no animosity, no selfishness, no benefiting one portion at the expense of the other ; for it is for the common interest that education be made as general and as liberal as possible.

We would impress upon the minds of parents and teachers the importance of making the instruction of our children practical, so that they may understand its relation and application to the various walks and callings of life ; and that they may make it subservient in the highest degree to their physical and moral well-being. Let their training be such that they may be fitted to uphold and to propagate the great principles that underlie our social, political and religious institutions.

If we would perpetuate and extend the privileges that we enjoy ; if we would seek to add to their excellency and glory ; if we would divest the community of its evils, and avert the effects of bad counsels in our halls of legislation, and the horrors of civil war in our land, let us exert ourselves to the utmost for the instruction of those that are coming upon the stage of action, not only in the arts and sciences, but in the faith and practice of those nobler principles of Christianity, without which all things are incomplete and unenduring.

School Committee.—E. M. DUNHAM, E. TILLSON PRATT, HENRY L. CHASE.

DUXBURY.

In the first place, there is not sufficient interest felt in the schools on the part of the citizens of the town. This is manifest at the annual meetings, when they are brought forward for action ; and from the comparatively few who take the trouble to visit them, to encourage the children and teachers, while the schools are in session. The committee have come to

the conclusion that it is in vain to make and advocate any propositions for a change of system, by the introduction of such measures as have been adopted in other towns, and found to work with great practical benefit. In the second place, the school-houses in the several districts are in a poor—not to say, in regard to some, as we truly may—a miserable condition. They are not only dilapidated—they are contracted, badly arranged, poorly ventilated, lighted and heated, and the desks and seats constructed without much regard to convenience, comfort and health. To many of the younger children, they are places of torture, fruitful in physical and moral distempers and diseases, and productive of a great amount of sickness and death among the children confined therein so many hours in the course of a week. They do not require repairs; they ought to be pulled down, and others, roomy, well ventilated and warmed, and made convenient, comfortable and attractive, erected in place thereof.

In the third place, there are too many schools,—we do not say districts, as there should be no districts. Some four number upon their registers about fifty scholars; attendance, perhaps forty; the others range from fifteen to thirty. A competent teacher will instruct a school of fifty with greater profit and interest than a school of twenty. One-third of the money, then, which is raised by the town, is wasted, if eight districts would result in a greater amount of instruction than twelve. Why, then, is not the district system abolished, if such a measure would secure better houses and better schools, as also a greater amount of instruction, both in quality and time? We will not presume to answer these questions, as the explication we should give, although the true one, might not be pleasant or acceptable.

In the fourth place, the schools require to be graded. This is the system adopted in all departments of industry and business, and would be equally beneficial in the schools here, as it has been proved to be elsewhere. It has been, and will continue to be, impossible under the present arrangement to provide for the young people of the town all the facilities for an education, of which the town has the easy means, if the best practical course were pursued.

Suffer your committee, in the last place, briefly to call the attention of the people of the town to a subject, which some may regard as not within the limits of their duties, but which, notwithstanding, they regard as intimately associated with the progress and purpose of our Common School system. We refer to the religious habits and sentiments in which the young are trained, and the examples with which they come in contact at home and abroad. Are the public feelings and practices in regard to the religious institutions such as they were at a former day, and such as they must become again, if justice be done to all the powers of the soul, and all that is included in the legitimate limits of education accomplished? The fathers of New Eng-

land first established schools of religion, and schools for secular education followed as they always will, where the moral and religious customs and sense of a people are based upon the purity and simplicity of the gospel. If religious institutions are neglected, and the religious life, interest and character of the people suffered to wane, it will not be long before our schools will be blighted, and, in the end, the foundations on which our freedom and independence rest, not escape the contagion.

Much complaint comes to the ears of your committee in regard to the vagrancy of the young in some of the districts in the town, not excepting those of tenderest age, who should never be allowed to wander away from the supervision and care of their proper guardians. Why are they suffered to run riot as they do, to the disturbance of social order and the annoyance of those who are disposed to keep the peace? The teachers of our schools cannot be charged with the responsibility; neither is it in the power of our churches to remedy the disorder. Indeed, the inhabitants of the town, in their corporate acts and restrictions, can do no more than effect a temporary abatement of the evil. Police officers and regulations may restrain, but they cannot eradicate the nuisance. Appliances must go deeper if they are to be effective. Children must be morally and religiously trained at their homes; their proper guardians must keep them out of the streets; they must set them a good example on the week day and on the Sabbath, if they would consult their own peace and that of their neighbors. Example is the most potent educator in the land, and children will always reveal and expose the secrets of that home life under the blessings or the blight of which they live, in the retirement of their own inclosures. Let parents and guardians then consider, whether they are doing their duty when they suffer their children to wander where and whither they please; whether they are setting the best example in neglecting the Sabbath and the private and public duties of religion; whether they are fostering reverence for themselves, and sacred names and things, by their own profane words and ways; whether they are not, in the wrong they are thus doing to themselves, wronging the children whom they have brought into the world, and, through them, all who may come in civil or social contact with them.

School Committee.—JOSIAH MOORE, SAMUEL STETSON, WILLIAM R. TISDALE.

EAST BRIDGEWATER.

School-Houses.—The school-house, in order to meet all the demands of an enlightened system of education, should embrace in its construction these three qualities, namely: comfort, convenience, and attractiveness.

That our houses do not possess either of these qualities, in the degree they should, is only too true.

Let us first see wherein our houses are not comfortable. The size of the house has much to do in determining this question. If very large, with our present modes of heating, it is sure to be cold in winter, and if very small, it is equally sure to be warm in summer, as well as unhealthy at all seasons. The most of our houses that are faulty in respect to size, are too small. Less fuel, of course, is required in heating a house of this description, though what is gained by this means bears little comparison in importance and value to what is lost in the health and comfort of the pupils. It is also nearly impossible to ventilate one of these houses without producing such sudden changes in the temperature of the room as to expose the inmates to the danger of contracting violent colds.

Another particular in which our houses are not comfortable is that of furniture. This is exceedingly faulty in most, being in some little if any improvement upon that of twenty-five years ago—a common box desk, the backs of which are nearly vertical, and the seats in many cases so high that the younger scholars cannot touch their feet to the floor. No one need be reminded that this posture, besides being exceedingly irksome, is deleterious to the health of the child.

Our houses are often rendered uncomfortable by the negligence of those appointed to take charge of them. In one instance we observed a number of broken panes of glass, which were allowed to go unrepaired all winter. In this case, the cold air was admitted directly upon the backs of those scholars who happened to occupy seats in that part of the room. In another instance those having the custody of the school building suffered the cellar windows to remain out during the entire winter term. This occasioned much suffering on the part of the scholars from cold feet, as well as rendering it difficult to heat the house.

Does any one think it strange that the scholar, subjected to such unnecessary inconvenience as this, should dislike his school? It is safe to conclude that two-thirds of the extreme disrelish manifested by children for school is created by these and similar means combined.

There is probably no parent in our town who would willingly consent to spend an entire day in some of our District School-houses; and yet it is deemed right for the child to occupy them for days and weeks together.

The school-house should also be convenient, if we would have it subserve most fully the purposes of education. Convenience in a school-room is just as necessary as in a dwelling-house, the absence of which is thought much to lessen its value. It is possible for the school-house to possess all the qualities we have named, and yet not be convenient, in the sense we use the term, as this depends much upon its arrangement internally; the position of the chairs and desks; the size of the entry; the space allotted for recitations, &c.

In some of the school buildings, the seats occupy nearly the whole body of the house, leaving only a narrow aisle, between them and the walls, with a small space in front, which in our small houses is altogether insufficient to accommodate the largest classes. There is great inconvenience in having a class drawn up in front of the school.

Provided the house is sufficiently large, the desks could be so arranged as to leave a space of at least six feet in width, behind and on either side of them. This would give ample room for the purposes we have named.

The school-room should be well supplied with good blackboards. There is no one appliance by which so much information can be imparted, as by means of the blackboard. In teaching mathematics and writing it is indispensable, and can be used to great advantage in conducting almost any other exercise of the school.

There should be two entries, one for the male and the other for the female members of the school. Each should be supplied with hooks, and each hook numbered. With a little regulation on the part of the teacher, every scholar would be supplied with a place for his wardrobe, and would always know just where to find it. This is a plan pursued in all well regulated schools, and is productive of good results; for besides preventing confusion, it is instrumental in training the child to habits of order. Each entry should also be furnished with a good sink.

We are conscious of entering into this subject with some degree of minuteness, though we deem these to be matters of importance, since they contribute largely to the systematic working of the school.

As a third feature of our model school-house, we have mentioned that of attractiveness, or beauty. This seems to us is in a great degree indispensable, inasmuch as it tends to cause the child to love his school. How many children do you suppose would love their homes, were it not that they were made attractive and pleasant? And what good reason is there for making our school-houses less so than our dwelling-houses? Why pay so much attention to architecture in the one case, and none in the other? Why use so much care in the location of the one, and none in the other? Can it be because we have failed to give this subject our careful attention, and have not considered what means are best suited to promote the educational interests of our children?

School Committee.—BAALIS SANFORD, EDMUND W. NUTTER, WILLIAM H. OSBORNE.

HINGHAM.

Composition.—This exercise, considering its importance, has not recently received, in our Grammar Schools that amount of attention which its practical value demands. In the practice of it the pupil is acquiring a facility in expressing his ideas and in clothing them with appropriate lan-

guage, which may become of priceless value to him in after-life. The formation of the habit of correct spelling is one of its incidental advantages. The practical application of the rules of grammar, the study of which is thought to merit more particular attention than has generally been bestowed upon it in our schools, constitutes another strong reason for the frequent practice of composition, which under the vigilant supervision of skilful teachers will compass that end.

Classification.—In these days when division of labor is the rule in mechanic arts, and is applied when practicable to schools, under the name of grading, the classification of each school in such manner as to secure to each class the largest amount of the teacher's instruction is obviously desirable. The fewer the classes the more attention can be paid to each. It is better to thoroughly master one study than to gain a superficial knowledge of many studies.

Map-Drawing.—We have noticed at times maps of different portions of the globe delineated on the blackboard. On inquiry we have always been informed that they were copies. Copying may have some advantages, but it has by no means the highest. We would prefer, when such drawings are exhibited, to learn that they were drawn without having a map constantly at hand to verify their correctness. Such drawing would justly be esteemed a valuable accomplishment. The pupil who can draw from memory a tolerably correct map of the State in which he lives has studied geography to some purpose.

School Committee.—JOSEPH SPRAGUE, E. PORTER DYER, JOHN E. DAVENPORT, JONATHAN TILSON, PETER HERSEY, REUBEN O. SPRAGUE, JAMES S. LEWIS.

HULL.

In the employment of a female teacher to keep the winter school, the matter was left to the committee, and by so doing we are enabled to have four instead of three months' school at a less expense, and, so far, as good a school as we have ever had any winter.

We are aware there is a prejudice still existing in the minds of some against the employment of females in our schools in winter; but it is gradually giving way before the light of reason and experience. In the fifteen years ending 1861, the decrease of male teachers in the winter schools in this State, was one thousand and twelve, and the increase of female teachers about two thousand. The day is not far distant when females will have charge of all the District Schools in this State.

But, says some one, though females teach well enough, they fail to bring out the manly qualities of the large boys. All history contradicts this assertion, for, from the days of knight errantry down to the present time, women have done quite as much as men to foster a spirit of lofty heroism,

high notions of manly valor, and a self-sacrificing devotion to one's country. Almost exclusively under female influence were formed some of the most heroic characters in the history of the Revolution.

School Committee.—W. B. CARNEY, JOHN REED, DAVIS W. DILL.

KINGSTON.

The attendance the past year has been quite up to the usual point, yet nearly thirteen per cent. of those belonging to the schools have on an average been habitually absent. Always excepting what has been unavoidable, we have reason to question whether in some instances even young children have not been kept at home, deprived of their priceless advantages and made hindrances thereby to the general progress of the schools, simply for the paltry aid they are able to render their guardians and parents by their manual labor. The poor man had better work his fingers off to the last joint than rob his children of perhaps the only legacy he can leave them. It may not be known to all, that those persons subjecting their children to this abuse, are liable to fine, as may be seen by consulting the General Statutes of Massachusetts, chapter 21, sections 1 and 2. Of course, those cases are exceptions, where parents and guardians choose to instruct their children elsewhere than at the Public Schools. If any are too poor to send their children to our free school, at least three months in a year consecutively, let them apply to the proper authorities for the needed relief, and not suffer their offspring to grow up in ignorance, to become curses to the whole community.

That is a short-sighted policy which speaks regretfully and complainingly of the cost of education, without reference to its value. To most persons two thousand dollars is a large sum; since it is more than they ever possessed at any one time during their whole lives; yet, when divided among the teachers of eight schools for their wages and board, and expended for the instruction of three hundred children for a whole year, it seems inconsiderable. Upon this basis, the cost for the education of a child for twelve years—or between the ages of five and seventeen—is but eight dollars; a smaller amount than would be demanded for tuition and board at any respectable academy for six months. Besides, the parents have the privilege of their children at home all the while. The value of a child's time is, to say the least, as great as that of a man, provided it be fittingly occupied. Put a boy to pegging shoes, and he may earn less than his father in the same shop, but set him to learning and his annual gains may be greater than the largest moneyed income of the town. By this we do not mean to depreciate the importance of physical education and of industrious and economical habits for the young. Labor with the hands should be an indispensable part of the early training. But where

this is required to the exclusion of the culture of the intellect, there is a sad wrong inflicted. The mere physical drudges of society do not receive the best wages, but those whose labor is made skill by education. Many a young man has annually earned by his increased pay for labor all that his learning ever cost. Yet it is not the pecuniary value of knowledge upon which we would chiefly dwell. No interest is more important on its own account, and none more vitally affects every other great interest, public and private, than a true education. It is subsidiary to social, political and moral progress in every form. It is as promotive of the sanitary welfare of a people as of their business success. It enstamps the hours of childhood with a priceless value. It gives dignified employment to leisure and invigorating recreation to overtasked labor. It is a solace in disappointment; it is riches in poverty, and a sweet refuge in old age. It is a grand safeguard against the inroads of superstition and skepticism, of vice and crime, and does more for the public peace and security than the entire machinery of the civil government.

It is our deliberate opinion, therefore, that if the town were to raise by tax and appropriate twice or three times the amount now expended for schools, it would be a gainer in every regard. We want the very best teachers and the very best schools. We might indeed hire teachers of some sort, even in these times of high prices, at a less rate than we now pay, but the children, nay, the whole community, would be the sufferers thereby, and who can calculate the extent of the suffering?

For the Committee.—JOSEPH PECKHAM.

LAKEVILLE.

Now it will be seen by reference to the table of statistics at the close of this report, that the average length of our schools for the past year has been but four and a half months,—less by one-quarter than the absolute requirements of law, thus rendering ourselves liable to a fine of twenty-four hundred dollars (that being twice the highest sum ever before voted,) besides the evident injustice done our children by neglecting to provide for them the average facilities for education, such as are furnished children in other parts of the Commonwealth.

In the judgment of the committee, this deficiency in the length of our schools is chargeable not so much to the inadequacy of the means provided, as it is to the want of a more judicious application of them. For out of the three hundred and thirty-three towns in the State from which returns were made last year, very few comparatively (less than one in five) appropriated so much money, either on the scholar or according to their valuation, as Lakeville,—our standing being sixty-five in the State, and in the county, the second. Yet there are only three towns in the State and not one

in the county that has so short schools as we do. We raise more money, pay our teachers less wages, (for there is less than one town in six but what pays their teachers more wages than we,) and still have less schooling than almost any other town in the State. We contend that any method of administering the school system that produces such results, ought to be abolished and a better one adopted. The average attendance in the different schools according to the present arrangement, varies from four to eighteen, and the actual cost of schooling each child between five and fifteen varies from five dollars and seventeen cents, as in district number 4, to twenty-two dollars and forty cents, as in district number 10.

We know of no remedy calculated so fully and effectually to meet the demands in the case as the reduction of the number of our school districts. Instead of eleven as we now have they should be reduced to six, or at most eight,—then by raising the same amount that we now do, one thousand dollars, we should have at least an average of one hundred and twenty-dollars to each district, which would enable them easily to support a school for six months in each year,—thus relieving us from the imputation of non-compliance with the statute in relation to the length of schools, and securing to us our proportion of the income of the school fund.

School Committee.—MYRICK HASKINS, HENRY L. WILLIAMS.

MARION.

We are aware it has been common in school reports to speak of the character of each school, and each teacher. Our reason for not doing so is that we have no right to the character of the teacher before the public, and if we attend to our own business we shall remedy the evils in school, or dismiss the teacher.

School Committee.—NATHAN BRIGGS, S. B. ALLEN.

MARSHFIELD.

Parents, we want you to understand that our schools will not succeed without your assistance; you must labor in connection with the teacher. You may think that you are doing your whole duty, to raise money for schools, elect a superintending committee of three for the town, and a prudential committee of one for your district, give your children a few books, and send them to school.

In the first place, do you send them regularly and early? Do you feel that the time of your child is worth as much at school as yours is at home? Every day is a link in the chain of his existence; if it is broken, there is an actual loss, even if it is a small link; yet it is as much to the child as a longer one is to you, and the loss of a single day will make an actual difference in the "sum total" of his life. Why is it that some scholars know

more at ten than others do at fifteen years of age? It is because one has lost a great many little links,—in other words, hours and days. Do not let your child be late, morning or noon; it disturbs the school, and will help him to form a habit of being behind-hand all his life.

2. Do you encourage your children to respect and obey the rules of their teacher? You should make them feel that the teacher is their friend, and is laboring for their good. If they come home with a complaint, if it is trifling, do not magnify it into a mountain, and make your children feel that great injustice is done them; if it is really serious, go to the teacher, state the case, and learn both sides. In that way, the difficulty will probably be settled.

3. Do you teach your children to attend to their studies, and faithfully improve the time? Inquire of them about their lessons, and see whether they are making improvement or not; inspire them with a love of knowledge and a desire to improve all their time.

4. Do you visit the school, and see for yourself what the school is doing? In a school of forty scholars, allowing two from each family would make twenty families, or forty parents; if each would visit the school twice every term, it would give, on an average, more than one every day, and a large amount of good would be done, in elevating the character of the school. It would cause the scholars to take more pains to prepare good lessons and conduct properly; it would show them that you were interested in the school, and that you desired them to be. Go in at any time in the day and remain one hour, or even half an hour, if no longer.

5. Do not send your children when too young. Valuable as are our Common Schools, and precious as is the time of the children, yet nothing is gained by forcing the mind too soon. Before a child is six years old, the parent can teach it more, by spending ten minutes a day, than it can be taught at school. It will be better for the health to have the little children at home, at play, than to be in school, to sit five or six hours a day with their legs hanging from the seat, and their bodies tired; and happy are they when the time comes for them to get a chance to exercise. They will be kept from learning a great deal of evil. In every school, we are sorry to say, there are some bad boys and girls, who will teach them, intentionally or unintentionally, to say bad words and do bad deeds. The eyes and ears of these little ones are open, and very little escapes them.

6. Do not let your children leave school too soon. We have noticed a growing tendency to leave school just at the time when the most could be learned. Acquiring knowledge is very much like having money at compound interest. Every dollar of interest immediately assists in gaining more; so every lesson learned, every new idea obtained, prepares the way for a further increase of knowledge. An extra term of study has so often so advanced the knowledge of a young person, that he was enabled to get a

good situation, which he could not have obtained without. How many of you, parents, are now suffering from the want of that knowledge, which a little harder or longer study would have given you! Profit by your own experience, and see that it is not acted over again in the case of your children.

School Committee.—JOHN H. BOURNE, ANDREW T. MAGOUN, EBENEZER ALDEN, Jr.

MIDDLEBOROUGH.

Our schools, which are not graded, will average twenty-five recitations per day, and allowing twenty minutes for recess during each session, we have less than thirteen minutes for each recitation, with no allowance for the time which is taken to answer the numerous questions which occur in a school-room, while some of these classes should receive thirty minutes each. People will at once perceive the impracticability of increasing, but rather the necessity for diminishing this number of classes. Therefore any arrangement which the committee and teachers may make to accomplish this object, we trust will be cheerfully submitted to.

There is also a disposition in our schools on the part of pupils, to get into higher classes before they are sufficiently advanced for that promotion; especially is this true in reading. No pupil should be allowed a text-book which is beyond his understanding. Parents should be willing to confide this matter to the hands of the committee and teachers, who are the best judges of the comparative attainments of their children.

School Committee.—M. H. CUSHING, E. W. DRAKE, A. H. SOULE.

NORTH BRIDGEWATER.

We have been happy to notice a marked influence already of the High School upon the other schools in town. The preparation necessary to enter this school is a healthful stimulus to large numbers in the other schools, who anticipate the time when they expect to present themselves for admission; and the experience of other towns where High Schools have been maintained, has led many to express the opinion that they pay for all they cost in the good influence which they exert over other schools in town.

It is confidently believed that after a fair trial, the citizens of North Bridgewater will have the satisfaction of feeling that in maintaining a first class High School, they are not only law-abiding, in faithfully observing a statute of the Commonwealth, but are doing what is an honor and every way promotive of the highest welfare of the town.

Our schools suffer from a too frequent change of teachers. We have had during the year thirty-six different teachers for twenty-four schools.

And only two of these, who have taught the same school through the year, taught the same school last year.

Every one must readily see that these frequent changes are prejudicial to the best interests of the schools. It takes some time for teachers and scholars to understand each other, so as to work together harmoniously, and much may be saved, if at the commencement of a term the teacher can enter at once upon the prosecution of a plan already adopted, and can make the experience of former terms at once available. In no other business do men make such frequent changes in the agents they employ. What merchant adopts the principle of changing his clerks every three or six months? What college has a new set of professors every year? Our schools will never become what they should be, until there is some approach to permanency in the office of teacher.

Our schools are sometimes injured by the unwise interference of parents with the conduct and discipline of the school to which their children belong. This may be done by words as well as by action. Let your children hear disrespectful language respecting their teacher, severe criticisms upon him and unguarded censure of his conduct, and you do much to undermine the authority of the teacher and the government of the school. If in the exercise of his prerogatives and his duty, the teacher has used severe measures to exact of a child obedience to rightful authority, it can seldom be politic for his parents to take part with him in his insubordination. If the parent has reason to believe that there are serious faults in the school, or if he think his own children have been wronged, it will be far better for all concerned, to have an interview with the teacher in a spirit of kindness, or to call the attention of the proper authorities to the case. Remember that abuses are always liable to occur, and remember too that they are often made worse by applying to them the wrong remedy. So long as your child is a member of the school, insist upon it, for his good as well as for the good of the school, that he yield implicit and uniform obedience to school authority.

School Committee.—C. W. WOOD, F. A. CRAFTS, A. T. JONES.

PEMBROKE.

Reading.—Of all the branches taught in our Common Schools, there is none perhaps so important as this. It is the key that opens to the scholar a knowledge of the other branches. If he is unable to read, he can hardly take a step in any other study. But if he can read with ease and accuracy, he is prepared to advance rapidly in the other branches. He will learn a lesson in history or geography in a much shorter time than another who has, perhaps, an equally good memory, but reads with difficulty. Grammar is usually a dull and difficult study for scholars of twelve and fourteen years

of age. But we have always found that those of them who can read well, will understand a sentence, and learn to analyze and parse it much more readily than those who fail in the former branch. If good reading, then, is so favorable to the pupil's progress in other studies, it claims and should receive, a large share of the teacher's attention. In this respect, the most of our teachers, the past year, have been faithful. The reading lessons have occupied a large fraction of their time, and it seems to have been their aim, not to hurry their pupils through the whole book, but to make them thorough and perfect in a few lessons, and thus establish correct habits of reading.

When scholars hesitate badly in their reading, hardly knowing what to call the words, we advise the teacher to set them columns of words in the spelling-book, requiring them to study these until they can pronounce them at sight. By following up this practice, words will become familiar to the eye, and their hesitation will gradually disappear. The spelling-book might be profitably used in this way, in connection with the reading lesson.

Spelling.—In some of our schools, more attention seems to be given to this useful branch, than in some years past. In the higher classes, at the close of the reading lessons, the teachers have required them to give the definitions of the difficult words, and to spell them. This has made spelling a more frequent exercise, but it is still a neglected branch, crowded into a few moments at the close of the school. It might increase attention to it, to require the older pupils to commit to memory the rules of orthography, and apply them in the words they spell. It is also useful to vary the exercise by writing words upon the slate. This is to be recommended because some scholars who can spell words aloud correctly, will make mistakes when they come to write them. The habit of writing will remedy the difficulty. And this leads us to speak of

Composition.—This ought to be considered an essential part of Common School education. Hardly any branch of it is more practically important. The usefulness of it is evident from the fact, that no one who has any connection with society, can avoid the necessity of expressing his thoughts on paper. Every one, as he advances in years, is called upon to write letters to his friends, perhaps to open accounts with those with whom he may transact business, or to write some document for others. These things must be done more or less by the youth who are now attending our Public Schools. Should they not then, in these schools, be prepared to do them with some degree of accuracy? This question suggests, at once, the importance of assigning to the higher classes in our schools a weekly exercise in composition. As soon as pupils have learned to write legibly, let them use their pens in conveying their own thoughts to others. Let their compositions be corrected, the errors pointed out to them, and they may derive from this exercise various benefits. It will teach them the meaning

of words, and facilitate the use of proper language in expressing their thoughts. It will show them how to form a sentence, where to place the punctuation points, and when to use a capital letter. It will teach them to spell, more perhaps than the assignment of regular lessons in the spelling-book, and at the same time improve their hand-writing by the practice it affords.

School Committee.—T. P. DOGGETT, FRANCIS COLLAMORE, JULIUS CUSHMAN.

ROCHESTER.

If called upon to say what one thing is most needed to advance the cause of education, and render our Common School system more profitable, we answer in the words of the Board of Education in a neighboring State. "If called upon," they say, "to designate the instrumentality, which is, in our estimation, the most important in carrying on the work of improving the condition of our Common Schools, we should answer,—money,—not from the treasury of the State, but from the voluntary taxation of the inhabitants of the towns and plantations." The above answer or statement holds good with regard to any section of our country. While sympathizing deeply as we do with the tax-payers of the town in their already heavy burdens from the taxes imposed to save our country from division and destruction, we cannot, following as we do the deepest and clearest convictions of our understanding, reason and conscience, no, we cannot refrain from recommending a large increase to the appropriation made by the town for educational purposes,—an increase of from two to three hundred dollars to that of last year. Or, why should not this town do itself the very special honor and credit of raising say \$1,500 for the education of our children? Every one at all familiar with our schools knows that when we have a good school, the last two weeks are worth more to the scholars than the first four. Now our schools average not far from three months a term. The increase to the appropriation proposed, would be sufficient to add these doubly profitable two weeks to each of our schools. Can the parent economize for his child in any better way than this? Besides, in the providence of God, the time has come when parents must cease to regard wealth as the best inheritance they can leave their children. And may it not be one design of God in permitting the dreadful scourge of war to sweep our land, to rebuke our national avarice, by the wholesale destruction of property on the one hand, and heavy taxes on the other? Besides, education united with virtue, in its influence upon the masses forms a surer security to the rich man's wealth than bank vaults. For why is property and life so much more valuable and safe in Boston and New Bedford than in Constantinople? It is so solely because there is so much more intelligence and moral worth in the masses in the one than in the other. From pure selfish-

ness, if from no higher motives, the rich man should be induced to vote liberal appropriations for the intellectual and moral culture of the poor man's children. Vote the money then as the cheapest and most economical security to property and life.

School Committee.—JAMES R. CUSHING, ELDRIDGE T. GURNEY.

SCITUATE.

We have instructed the children to breathe with their lips closed and their bodies erect; to keep the pores of the skin open by frequent exercise and bathing; to love the pure air and sunshine; and keep themselves unspotted from all vicious habits.

In our care to have no sectarian religion in our schools, we have not forgotten the obligation and beauty of being like Jesus in the spirit of our lives. We have taught the children that pure and undefiled religion is indispensable to good deportment. The names of the eight cardinal virtues and of the eight beatitudes, the Lord's Prayer, and some of the devotional psalms are familiar to many of the scholars.

Rules and Regulations.—1. The holidays shall be June Day, Fourth of July, Thanksgiving, Christmas, Washington's Birth-day, and Fast Day.

2. Teachers may take one half day each term to visit other schools, and one day to attend the meeting of the Plymouth County Teachers' Association.

3. Teachers are not to suspend their schools without permission.

4. Pupils are not to leave school before the end of the term, nor, except the youngest, before the close of the daily sessions.

5. Every pupil who shall injure any property shall pay for all the damage, and no one shall be allowed to write or use any profane or unchaste language.

6. Scholars should sit erect with the lips closed; walk lightly; throw nothing upon the floor; have no whispering without leave; raise the hand before asking questions; devote the whole time to the exercises; bring nothing except what is necessary for use; keep within the limits at recess; uncover the head on entering; not use the school-room as a play-room, and never throw stones.

7. Teachers are to make themselves and their scholars familiar with these rules and regulations.

For the Committee.—WM. G. BABCOCK.

SOUTH SCITUATE.

The High School is not designed for the preparation of teachers, nor indeed of any other specialty, but to qualify its attendants in some degree

for the practical duties of life that lie at the basis of all special education. Therefore it is not expected that such pupils should be carefully instructed in the best means of imparting knowledge to others, or how authority can best be maintained. In any other business we do not expect success unless time and attention are first given to a special preparation for it, even after having obtained, not merely a High School, but a collegiate education. And why should there not be the same necessity for such preparation in this case? If the knowledge acquired at a High School be followed by a course of training and instruction which Normal Schools, and also teachers' classes in other schools afford, no person possessed of a fair natural adaptation to the profession could ordinarily fail of success as a teacher even in the beginning. It may not be desirable that all situations should be filled with the graduates of such schools, yet if it was generally understood that no one would receive an appointment unless they could compete successfully with such graduates, it is believed that many applicants would take some means of raising themselves to the required standard, which would not only be an advantage to themselves, but of great benefit to the educational interest of the town.

It would need but little, if any, addition to the money now paid for the support of Private Schools, in order to provide a High and Grammar School for the benefit of the whole town; and those who now send to Private Schools would reap the same advantages, while a benefit would be conferred upon those who are not so situated as to receive the benefit of Private Schools. Such a school, located in the centre of the town, would not be so far from its extremities as are the Private Schools from the homes of many who attend them. We are aware that these views will be considered chimerical by many, but still we are satisfied that they are practicable if the people would take the same pains to support a school for the public benefit that they now do to support one for private benefit. A brief estimate will convince the most sceptical of the truth of this assertion. During one term of the past year, there were at least forty persons attending the Assinippi Institute and Hanover Academy, from South Scituate. It would be safe to take thirty as the average number who attended throughout the year. The average price of tuition is twenty-five dollars per annum, making the sum of seven hundred and fifty dollars, exclusive of board and travelling expenses, that is paid from this town to educate children in the same studies that our Public School teachers are required by law to be able to teach, with possibly the addition of a little Latin and Greek. Now, if the town was disposed to organize a school of equal merit, it would prove a benefit, not only to those who are able and willing to thus tax themselves, but would benefit every child in town. With a valuation of over \$840,000, a tax of one-tenth of a cent on a dollar would yield an ample sum to establish such a school under the charge of a permanent

teacher. Then, as the scholars in our District Schools become qualified, they could be promoted to this school, where they could receive the benefit of thorough and systematic teaching, while the town would be relieved of the necessity of paying a new teacher for making the acquaintance of his pupils at the commencement of each term.

But however perfect the school system, and competent our teachers may be, our efforts in behalf of our youth cannot be crowned with complete success, unless the instructor be assisted by the hearty co-operation of the parent. That the teacher may thoroughly perform his mission, nothing is of greater importance than that there should be perfect harmony between him and the parent. During his school-days, the child has two homes—the school-house and the paternal roof—and the influences of each must tend to the same result, or one will destroy the other exactly to the extent of their antagonism. How can the parent render nugatory the best efforts of the town for the improvement of his child more absolutely than by unintelligent fault-finding and grumbling about some imaginary imperfection of the teacher? A wise parent, loving his children, will never speak in their presence disrespectfully of the teacher. The committee are answerable for his acts while in performance of his duties, and to them all complaints should be addressed.

Home influence is as potent for good as for evil; by its exertion let parents aid the teacher to gain the esteem and love of his pupils; let them impress their children with the paramount importance of attending school regularly and punctually; converse with them by the evening fireside concerning their lessons at school; lighten their labors by kindly assistance, and encourage them by well-timed commendations; and as the school hour approaches dismiss them to their school-home, clean, bright, cheerful, and self-confident. Can a doubt be entertained that a child so cared for, will be other than, in every true sense of the word, a man?

The law requires that our children should be taught by the instructor, among other things, good manners. This peculiarly requires the assistance of home influence. Precepts at school must be vitalized by examples at home. The parent might well think his child abused, were he punished at school for the use of profane and vulgar words which he learned by hearing them used at home. And the child might well ask, "Why should I receive reproof from a stranger, for doing that which my own father, by his practice, commends?" When this practice is confined by the parent to his own fireside, the evil to the community spreads perhaps less rapidly; but what shall we say of a parent who, in public places, where persons old and young resort, will indulge in the use of such words, thus seeming to indorse them with the approval of the community?

School Committee.—JAMES SOUTHWORTH, ELISHA JACOBS, FRANKLIN JACOBS.

WEST BRIDGEWATER.

Reading.—Of course the teacher who is the best reader would be more apt to teach good reading ; hence the importance of becoming so. But it is useless to suppose that you can instruct your class in elocutionary principles, and by so doing make them good readers ; and we think rules in reading should be taught only to a limited extent, but the teacher should understand well the principles of good reading.

The scholar can only attain the art by continual drill in the right and natural direction. We have as many varieties of teaching this as we have teachers, and some of them equally as good as others ; and if we should criticize the different methods, they could say, as Dr. Johnson did when a person was comparing his writings with Addison's,—“ Sir, Addison has his style, and I have mine.”

Grammar.—This branch misrepresents the real qualification of the scholars more than any other taught in town. Many of the classes are advanced in the pages of the book, but they are too deficient in the principles of etymology, especially in the properties of the noun and verb. There is a great inconsistency in the study of grammar and the use of it in writing and conversation. There is also a great lack of thoroughness in this branch.

Singing and General Exercises.—When the teacher can sing, or when the larger schools are prepared to lead in this matter, the practice, two or three times a day, in any school where it can be used successfully, has a pleasant and renovating influence upon the school. It has been practised in a number of schools in town, and should be encouraged. General and daily exercises upon some practical subject which will be interesting, useful, and adapted to the scholars, are very beneficial, suggestive, and often produce incentives to interest in study and to a more thorough investigation of the subjects alluded to. If the size of the school will not allow special time for such exercises, then collateral and practical information should not be omitted in the recitation.

The terrible civil war of our nation, which has been brought about chiefly by a want of general education taught in our Common Schools, and by a neglect of their fostering care, ought to be enough to prompt and incite us to an earnest and willing exertion in their hearty support. It is the common education of the minds of the whole class, and not a prominent or fashionable education of a few individuals, that raises the character of a community, of a State, and of a nation, in their moral, intellectual, and social condition ; and if we trace the history of all the nations of the globe, from continent to continent, we shall find this principle confirmed. The co-working elements whose influence may and should have a tendency to promote the usefulness of the Common Schools are,—the school committee,

prudential committee, families, parents, scholars, and teachers. If there is a want of interest in any one of these 'coöperators, or a neglect of duty, there will be a corresponding deficiency in the result.

The families and schools are indexes to each other, and the character of the former is always seen in the latter; and their combined influence is a true index to the nation's character. Let us then cherish them both, and employ all rightful and legal means, and use all due exertion in so training our youth that they may at manhood and womanhood represent principles of good character, Common School education, industry, and obedience and respect to God and man, and then we shall do our share in removing the nation's evils—civil war and slavery—from our land.

Superintendent.—SIMEON J. DUNBAR.

BARNSTABLE COUNTY.

CHATHAM.

We cannot close what we have to say of our Primary Schools, without advertng to and commending one happy circumstance connected with them. Many of the teachers pursued, through most of the year, a regular course of study and training, to fit themselves to teach better. Surely it is a happy event, that some of our best teachers make earnest and daily preparation to teach with more thoroughness, accuracy and breadth. Such teachers should be encouraged. It has been supposed that almost any one can teach a Primary School. Never was there a greater mistake. How essential it is that young children should be taught and trained correctly, that they may go to the higher school with nothing to unlearn—that they may be saved the time and vexation of correcting poor teaching. Some of the most tedious and unpleasant work of both scholars and teachers consists in undoing what has been done wrongly, and in going back to learn things that have been neglected. It is more necessary that the organs of speech should be trained to act with precision, delicacy, and completeness while children are young, than it is for the fingers to be trained in intricate and delicate workmanship. Unless this work of training is well begun in the Primary Schools, most scholars will pass through life with imperfect powers of speech. And when good teachers feel that teaching a Primary School is so great and responsible a duty that they devote themselves daily

to a fuller preparation for the duty, it is a promising day for the schools of the town. Let this excellent beginning be followed up, and our schools will soon attain a rare and enviable condition and reputation.

School Committee.—BENTON SMITH, LEVI ATWOOD, ZIBA NICKERSON.

DENNIS.

Some few years since, the school committee recommended the abolition of the school district system, and the building of five school-houses for the use of the schools in town. The proposition was considered, but the town at that time thought it inexpedient to adopt the measure. Since that period, however, a majority of the districts and of the population, by uniting contiguous districts, have substantially adopted the system then proposed, and have built and are preparing to build school-houses of the class then recommended, upon the precise spots then suggested. It would be superfluous in us to undertake here to commend or argue the superiority of these schools where the union of districts has taken place, and the graded system of schools adopted. They may be visited and examined by our citizens, and their voice shall speak in stronger and more convincing language than any we may or can utter. They are a standing and speaking monument of their superiority over our old system; and we cannot omit earnestly and ardently to recommend the remaining portions of the town to adopt the system which has proved itself so completely successful where it has been adopted.

School Committee.—M. S. UNDERWOOD, JAMES S. HOWES, THOMAS HOWES, Jr.

FALMOUTH.

We regard these personal criticisms, as they are too often made, as unjust to the teachers. Were committees infallible, did they always themselves fully understand the requisites of a good school, did they make their visits of sufficient frequency and length to know the condition of the schools thoroughly, and to appreciate the difficulties which the teachers have to meet, and were they never biased in their reports by influences affecting their own personal interests, this objection would have less weight, and these reports would be of infinitely more value.

Seriously, we think this matter of personal criticism is wrong, and that, on reflection, you will agree with us that it is better omitted.

In these days of Normal Schools, with everywhere a higher standard of education, it would seem that there is no excuse for persons to offer themselves as teachers, who are themselves unable to pass a creditable examination. But so it is. Many of our teachers, as alluded to above, have had no other training than that obtained in our own District Schools, and these

very often not of the highest order. It is impossible, in the nature of things, that they can teach with the highest success.

Do you say that the remedy is in the hands of the school committee ; that they should give their certificate of approval only to such as in their judgment are properly qualified and likely to teach successfully. Granted ; but many reasons, often beyond their control, induce them to grant certificates to candidates who, were the selection of teachers left with them, would not be employed. The exercise of their power of refusal to grant certificates is always an embarrassing duty, and always attended with much annoyance to the committee, and too often with serious injury, for the time being, to the schools. Especially is it an unpleasant thing to subject a morally worthy young man or woman to the disappointment and mortification of a refusal, when all the arrangements have been made, pay agreed upon, word gone forth that they are to teach in a given district, and the school is waiting to commence. Still harder is it in the case of candidates who have taught before, and to whom perhaps the avocation is their means of support.

A kind-hearted man will hesitate, prompted on the one hand by sympathy for the candidate, and on the other by duty to the school, and exercise his power of refusal only in the last extremity.

And then it always happens that personal friends will intercede, relatives will regard it as a personal indignity, and the outside public, who know nothing of the real merits of the case, will remonstrate ; and the miserable argument is always urged, that a person of meagre attainments will study and keep up with the school, or will do well enough for a small and backward school. No reasoning can be more fallacious. A teacher should be prepared to lead, not to follow or keep pace with his pupils ; and it needs a high order of intellect to interest and instruct successfully a dull and backward school. Almost always, too, the people of the district will take sides in such a way that the teacher who does have the school, be he never so well qualified, will have increased difficulties to meet, and the result for that term at least, be worse than had a less competent instructor received the committee's sanction.

Induced by considerations like these, in towns where the district system prevails, very many teachers receive the committee's certificate of approbation against their better judgment, and the schools suffer.

One thing more in reference to teachers. We require in them a high standard of morals, intellect, education, ability, tact and zeal. We would have none but the best in our schools, for they are intrusted with our highest interests. We should see to it that they are well paid. And here we would congratulate you that the town's appropriation for the ensuing year has been raised. Had we in all cases secured the services of accomplished teachers the past year, their services would have been more than equiva-

lent for your money. Refer to the table and you will see that two teachers received—each as a full equivalent for her services—seven dollars per month. In the one case twenty-one dollars, and in the other twenty-eight dollars for her summer's work. Two years ago a teacher in another district received, also, as a full equivalent for her services, the munificent sum of one dollar and a half per week. Eighteen dollars for three months' service. In neither of these cases was board furnished by the district. How great inducement, think you, do these districts hold out for teachers to spend time and money to fit themselves for the arduous duties of their calling? And at the average price which has been paid to female teachers, amounting to less than seventeen dollars per month,—one hundred and thirty-six dollars for the greatest amount of schooling which has been had in any district for the past year,—how great a margin think you is left, after paying, in these war times, for board, dress, travelling expenses, and the thousand and one other little items, which, by the strictest economy, cannot be avoided?

Surely the sum left would be no great stimulus, for persons of the highest talent and accomplishment, to seek employment here.

For the Committee.—JAMES B. EVERETT.

ORLEANS.

There has been an increased interest on the part of parents in visiting schools the present year, yet there are a great many of the parents that never visit the school-room. Children are generally interested in those matters in which their parents manifest a particular concern. The father takes a deep interest in everything pertaining to his farm, his shipping, or his every day business, watching carefully the growth of his stock, the productions of the garden, the development of his sources of wealth; but of the education of his children, the expansion and development of the faculties and powers of the mind, he takes comparatively but little personal oversight, and seldom makes any inquiry beyond the one great question, "How do you like your teacher?"

Visit the school-room frequently, and with a charitable, unprejudiced mind judge righteously. Consider the education of your children morally and intellectually, of more consequence than anything else in this life. The richest legacy ever bequeathed to a child was the example of an honest Christian parent, and a devoted interest in the education and development of the various faculties and powers of the mind with which that child is endowed. Failing in this, all temporal riches are, generally, but helps to prodigality and ruin.

School Committee.—JONATHAN HIGGINS, JOSHUA L. CROSBY.

PROVINCETOWN.

As we have before said, our schools are improving, notwithstanding now and then a discouraging feature, and this improvement may be attributed, we think, to the grading of our schools more than to any other cause. We find the last step taken in this direction, in dividing the Primary Schools, a very beneficial one. Scholars now in all the different grades seem to have a desire to step a grade higher, and are thus stimulated to study; and in the performance of this duty have much greater facilities than formerly, from the fact that they are now so much better arranged in classes, especially in the Intermediate and Primary Departments—each being under a single teacher, who is incited to greater exertion than when serving merely as assistant, since the whole care and responsibility of the whole department devolve upon her. It has been the aim of your committee, that each class promoted to a higher grade, should be better qualified than that which preceded it the year before; and this, they think, they have in most instances accomplished.

A good feature in our Grammar Schools this winter, is the number of large scholars,—one hundred and twenty-one over the age of fifteen,—and generally orderly and attentive to their duties, while in those instances of disturbance which have occurred the offenders have usually been of a younger class. This looks well in any school, for the older scholars to be found on the side of law and order.

School Committee.—B. F. HUTCHINSON, JAMES GIFFORD, S. A. PAINE.

SANDWICH.

If a child received a dollar for each day it punctually attended school, how often would it be absent? How often tardy? Little pains would then be spared to have it do its duty. Parents would strive to reconcile it to the teacher's discipline, to allay the irritation of confinement, to soften the fatigue of study, and to help it learn difficult lessons. Parents whose boys work under a master for wages exercise great care that they punctually comply with all his requirements. The vigilant mother rises at midnight, carefully prepares the warm meal for her sleeping boy, gently wakes him, sits by his side while he eats, and speaks words of encouragement that he may be at his place when the clock strikes one. Listen to her words when differences arise between the parties. Hear with what earnestness she exhorts her boy to be obedient and respectful, or, how she chides him for neglect of duty. Now he is not excused for lack of a shoe-string—for a wish to see the cars come in or go out—or because Aunt Betsey is coming. Taking into account the cost of tuition, the board of a child, its clothing, and what, from the age of ten to fifteen years, it might

earn at profitable employment, the expense of each day's schooling cannot be less than one dollar. Then why have we not as much care for the school as the business? Business is present advantage; knowledge is remote—is so far in the future that we hardly see it. Dollars perish with the using, but knowledge exalteth a nation.

School Committee.—PAUL WING, CHARLES DILLINGHAM, ALDEN N. ELLIS.

WELLFLEET.

We are often urged to employ those for teachers who are too young for the labors and responsibilities of a teacher's office. The mere literary attainments may be sufficient, but more than these are needed to make a successful teacher. We would urge upon all who wish to engage in teaching in our Public Schools, to attend, for several terms, at least, one of the Normal Schools established by the munificence of our State; that they may acquire that professional training which will give more complete success to all their efforts; for while we believe firmly in native endowments, in natural tact, and an inherent love for teaching, we have also great faith in trained power and well directed action. A blind Samson may pull down temples; but he would prove, with all his strength of locks and limbs, a poor architect to build even a hut. It is not mere effort that a school requires; it demands for its success systematic effort on the part of the teacher. Let no candidate for a teacher's office be in haste to undertake its tasks. See that you are fitted, well trained in all the exercises in which you are to train others, or your aim will be confused, your efforts fruitless, and your school will show the teacher's lack of system and training. The hurry that characterizes our time and our nation shows itself in the candidates for a teacher's office. They too often aspire to train others when they themselves are wanting in that discipline which alone gives aim to energy, and success to power. But haste is not confined to the candidates for the teacher's office. It pervades the whole educational progress.

Education is a piece of work taken on contract, and the more haste the more profit. Children are sent to school too young; confined there too many hours in the day, under this idea of driving business. The school-house is rightly New England's boast, but it should not rob the cradle. Too many a child who ought to be out in the open air, expanding its lungs, drinking in health and strength to brain and limb, is condemned to sit in stocks six hours a day in some hot, stifling school-room, learning unmeaning letters, when he should be learning things; and acquiring a dislike for study which will tell badly on future progress. We who are in middle life talk much and read much of the pleasures of happy childhood; but the true historian of that era would portray the pains, as well as the pleasures, incident thereto. Six hours a day under fear of frown or rod, pent up in

a heated school-room, on a hard pine seat, with feet scarce touching the floor, with legs benumbed and shoulders bent, longing for free air and free motion, has something of prison reality as well as poetry in it, and 'tis distance lends enchantment to such a scene. The scholar who commences school at six years, we believe, will be usually more advanced than the one who began at four years. Forced growth is always unhealthy growth. Forced cabbage heads are tasteless things; forced children's heads are apt to prove still more senseless affairs. The old law of nature, demanding a time for everything, still holds sway over matter and mind; and physical education, begun in childhood in the open air, is worth more than all the gymnasiums modern Athenians have yet invented. Give your children loose warm clothing, open air, plenty of playground, and nature will teach them the best system of gymnastics ever discovered. Physical education should ever be the first education. It should have its time and its opportunities to develop the body before the mind is taxed; for if the sapling is bent and crooked, the tree will, despite science's boasted power, show the deformity. We urge this point because in our community there is always danger of too much haste in education. During the last year we have endeavored to obtain a greater uniformity in text-books. The abundance of books is one of the great evils of our time; and the great variety in our schools is an evil which we shall still strive to remedy.

School Committee.—T. N. STONE, N. H. DILL, S. HINCKLEY.

DUKES COUNTY.

EDGARTOWN.

Very many parents take too narrow a view of education; and while they possess the means to furnish their children with the best advantages, think it sufficient if they are restricted to the limits of those few studies which can be turned to some immediate account in the business employment of life. Their error lies in looking at life and the world, at the character and destiny of their children, in reference only to dollars and cents. Whatever of education does not contribute directly to this end they discard as superfluous. They overlook the claims of the mind as an independent part of our being, demanding for its own sake its proper nourishment and enjoyment. Their calculations do not take into the account that their children

are not to be all their lives machines and drudges ; that they are not to spend all their waking hours in buying and selling. They forget that their children have golden opportunities for books in their leisure moments, their noontide rest, their evenings at the fireside ; and that when correct habits of study have been formed, all these will be turned to the most profitable advantage. These resting hours of the body are to be the working times of the mind, whose labor is the best refreshment and solace for the weary frame.

The great end of education is to discipline the mind and the heart ; and it goes beyond those studies which merely satisfy the lowest demand for practical use, and contribute only to the worldly interests of the pupil. It is true that men do not make bargains in Latin and Greek, or talk French in the market, or plough with syllogisms, or compute the value of stocks by the propositions of Euclid, or rake hay with the principles of morals, yet the man whose mind has been sharpened, and drilled, and enlarged by such exercises is not only a wiser and more skilful man in business, but a nobler and better man in his various relations of life.

There is no danger that our Common Schools can furnish too thorough or too extensive a system of instruction. The introduction of the higher branches of study into them is certainly one of the noblest movements of our times ; and their practical utility is found in the more thorough discipline and the more comprehensive range of thought which they awaken. "Would you have a man reason well," says Locke, "you must use him to it betimes, exercise his mind in observing the connection of ideas, and follow them in train. Nothing does this better than mathematics ; which therefore, I think, should be taught by all who have time and opportunity, not so much to make them mathematicians as to make them reasonable creatures." The argument which the great metaphysician draws in favor of mathematics may be applied to every other element of education. The study of languages is of use, not as a mere act of reading strange tongues, but in the exercise their acquisition gives to particular faculties of the mind. The same is true of the natural or physical sciences, while they also come into constant play in the routine of daily duties. The farmer who thoroughly understands agricultural chemistry, and can analyze his soil and his crops, and adapt the constituents of the one to the wants of the other, cannot only calculate with more certainty than other men upon an abundant harvest, but he has an inexhaustible source of satisfaction to himself and of benefit to those around him.

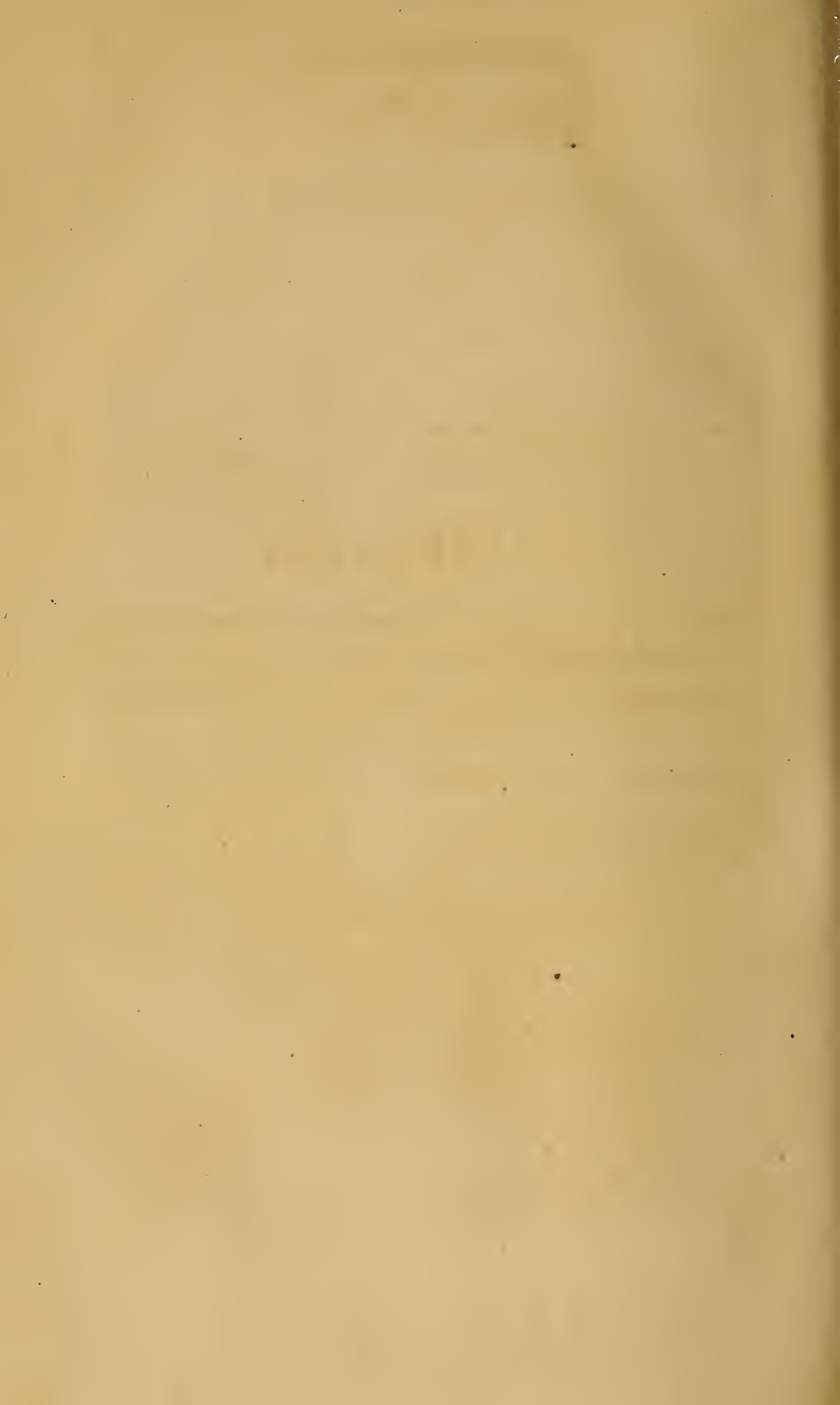
School Committee.—E. MAYBERY, J. PIERCE.

NANTUCKET COUNTY.

NANTUCKET.

We would call the attention of parents to one thing, which we think they cannot look at in the right light, and that is, the changing of their children from the Public to Private Schools, three or four months before the examination of candidates for admission to the High School; or, because scholars do not get in at one examination, sending them to a Private School to prepare for the next. This, we think, is a wrong calculation on the part of the parents. It is taking the best of the scholars out of the Public Schools and giving the Private Schools the benefit of scholars nearly prepared when, if the scholars should continue in the Public Schools the three or six months, they would be admitted to the High School at the next examination; the three or six months additional preparation being all that was needed, and that could have been obtained in the Public as well as in the Private Schools.

School Committee—JOSEPH MITCHELL, 2d, O. F. ADAMS, CHARLES P. SWAIN, AVERY T. ALLEN, JOHN A. HUSSEY, JOHN MAXCY, HENRY P. OLIN, PHILIP MACY.



AN ABSTRACT

OF THE SCHOOL RETURNS MADE BY THE SCHOOL COMMITTEES OF THE SEVERAL TOWNS AND CITIES IN THE COMMONWEALTH, FOR THE SCHOOL YEAR 1864-5.

ESSEX COUNTY.

TOWNS.	Population—State Census, 1865.	Valuation—1865.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1864.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.			
Amesbury, . .	4,210	\$1,677,632 00	19	714	704	581	560	7	55	769	4	15	5	14	60.16	56.01	116.17
Andover, . .	5,309	2,702,426 00	19	851	784	648	650	55	29	935	—	20	—	19	87.09	57.18	145.07
Beverly, . .	5,944	3,359,216 00	21	1,061	1,055	849	841	63	69	1,158	3	19	6	17	96.15	77.07	174.02
Boxford, . .	868	631,942 00	7	181	224	148	183	11	35	197	—	7	4	3	22	20.13	42.13
Bradford, . .	1,567	832,083 00	4	260	242	195	185	17	23	310	1	4	2	3	17	18.08	35.08
Danvers, . .	5,144	2,237,630 00	17	1,077	1,050	862	870	25	93	1,114	3	19	5	18	86.16	50.07	137.03
Essex, . .	1,630	912,417 00	9	296	343	232	286	40	50	315	—	9	5	4	33.11	32.04	65.15
Georgetown, . .	1,926	760,473 00	9	383	359	333	301	13	34	387	1	9	1	9	46	17.05	63.05
Gloucester, . .	11,938	4,505,390 00	32	2,253	2,343	1,755	1,790	—	270	2,362	2	44	8	44	149	149	298
Groveland, . .	1,620	666,119 00	4	262	254	196	202	27	31	331	—	5	4	1	19	15.05	34.05
Hamilton, . .	800	481,423 00	4	129	150	103	109	7	25	144	—	4	3	1	12	11.07	23.07
Haverhill, . .	10,660	4,488,107 00	36	1,694	1,640	1,409	1,353	11	126	1,789	4	36	9	31	157	161.15	318.15
Ipswich, . .	3,311	1,556,491 00	13	561	547	445	449	6	53	572	3	10	5	8	64.15	43.10	108.05
Lawrence, . .	21,733	11,240,191 00	42	2,302	2,348	1,864	1,832	10	119	3,495	5	50	5	50	197.08	228.18	426.06
Lynn, . .	20,800	10,053,309 00	48	3,447	3,446	2,928	2,866	14	149	4,280	6	53	6	53	240	264	504
Lynnfield, . .	725	604,617 00	3	134	134	91	115	9	21	160	—	3	2	1	16.16	8.10	25.06
Manchester, . .	1,643	766,383 00	8	335	335	275	275	12	22	345	1	7	1	7	35.08	35.07	70.15
Marblehead, . .	7,330	2,131,268 00	18	1,392	1,365	1,160	1,117	—	73	1,484	2	22	2	22	95.08	112.10	207.18
Methuen, . .	2,575	1,292,951 00	12	479	475	371	377	9	59	506	1	11	4	8	49.15	38.17	88.12
Middleton, . .	922	392,445 00	4	205	197	163	155	8	10	208	—	5	1	4	17	12.15	29.15
Nahant, . .	313	517,194 00	2	82	74	72	65	—	8	73	1	1	1	1	10.10	12	22.10
Newbury, . .	1,363	767,849 00	9	269	287	217	213	14	23	286	—	9	—	8	27.15	30.10	58.05
Newburyport, . .	12,980	7,659,960 00	35	2,219	2,266	1,737	1,686	—	150	2,657	7	40	7	40	161	189	350

North Andover,	2,622	\$1,830,829 00	10	323	326	270	276	1	33	441	1	10	4	6	47.09	29.14	77.03
Rockport, . .	3,367	1,279,717 00	10	669	675	518	566	1	157	671	1	11	4	10	47	27	74
Rowley, . . .	1,196	511,171 00	6	239	208	176	162	2	13	280	1	5	1	6	24.07	18.07	42.14
Salem, . . .	21,197	16,192,359 00	58	2,721	2,706	2,088	2,101	-	165	3,820	7	54	7	54	301	341	642
Salisbury, . .	3,609	1,680,089 00	14	627	617	483	499	30	62	735	3	11	9	5	56.15	51.07	108.02
Saugus, . . .	2,006	1,300,074 00	9	391	333	298	267	12	13	443	-	9	-	9	60.15	27	87.15
South Danvers,	6,050	3,819,766 00	20	1,145	1,121	888	863	5	77	1,441	5	20	5	20	102.03	102.03	204.06
Swampscott, .	1,619	1,449,859 00	6	314	305	248	251	-	28	334	1	6	1	6	28.10	36	64.10
Topsfield, . .	1,212	687,610 00	5	189	205	141	164	9	33	232	-	5	4	1	20.03	13.02	33.05
Wenham, . . .	915	463,558 00	5	181	200	160	174	12	27	220	-	5	-	5	16	15.10	31.10
West Newbury,	2,088	940,919 00	10	407	419	341	323	13	34	473	-	10	-	10	27.15	31.10	59.05
Totals, . .	171,192	\$90,393,467 00	528	27,792	27,737	22,245	22,126	443	2,169	32,967	62	548	121	498	4.12	4.08	9.00

ESSEX COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of school-rooms, for the school-year 1864-5.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. Scholars in Incorporated Academies.	Aggregate paid for Tuition in incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1865, according to No. children between 5 and 15 May 1, 1864.	Town's share of School Fund received in 1864—how appropriated.
Amesbury, . . .	\$44 20	\$19 49	\$3,000 00	\$150 00	\$119,800 00	\$6,432 00	—	—	3	\$7,300 00	6	195	\$620 00	\$189 17	Schools.
Andover, . . .	—	24 12	3,800 00	—	—	—	—	—	1	—	1	—	—	230 01	"
Beverly, . . .	64 83	22 00	7,000 00	—	—	—	—	—	3	—	3	50	575 00	284 87	"
Boxford, . . .	38 37	20 30	900 00	—	2,185 15	118 58	\$57 72	—	1	—	1	10	300 00	48 46	"
Bradford, . . .	56 66	23 80	1,500 00	—	—	—	—	—	1	2,132 00	1	14	150 00	76 26	"
Danvers, . . .	57 97	21 09	5,900 00	22 50	—	—	300 00	—	—	—	—	—	—	274 04	"
Essex, . . .	47 60	16 61	1,600 00	—	—	—	—	—	—	—	—	—	—	77 49	Sch'ls, Maps, &c.
Georgetown, . . .	60 00	23 58	2,100 00	121 00	30,760 72	—	—	—	—	—	4	100	1,000 00	95 20	"
Gloucester, . . .	83 57	20 15	14,150 00	—	—	—	—	—	—	—	—	15	150 00	581 05	"
Groveland, . . .	38 00	21 77	1,018 70	—	—	—	—	—	—	—	—	30	24 00	81 43	"
Hamilton, . . .	38 00	21 00	700 00	—	—	—	—	—	—	—	1	30	500 00	35 42	"
Haverhill, . . .	78 45	27 01	10,000 00	—	—	—	521 18	—	—	—	3	80	2,075 00	440 09	"
Ipswich, . . .	49 00	18 69	3,100 00	—	4,800 00	240 00	—	—	—	—	3	124	2,500 00	140 71	"
Lawrence, . . .	112 70	33 35	25,601 59	—	—	—	—	—	—	—	4	950	—	859 77	"
Lynn, . . .	109 52	32 71	30,617 52	—	—	—	—	—	—	—	6	125	2,500 00	1,052 88	"
Lynnfield, . . .	43 50	24 50	800 00	—	—	—	—	—	—	—	—	—	—	39 36	"
Manchester, . . .	51 33	17 50	1,600 00	—	—	—	—	—	—	—	1	15	150 00	84 87	"
Marblehead, . . .	62 50	21 02	7,000 00	—	5,150 00	452 00	—	256 00	4	20	4	120	960 00	365 06	"
Methuen, . . .	54 57	23 58	2,500 00	137 50	—	—	—	—	—	—	—	—	—	124 48	Sch'ls, Appar., &c.
Middleton, . . .	40 00	22 00	900 00	—	—	—	—	—	—	—	—	—	—	51 17	Schools.
Nahant, . . .	71 42	30 60	1,358 13	—	—	—	—	—	—	—	—	—	—	17 96	Town Tréas.
Newbury, . . .	—	19 00	1,075 00	95 00	16,500 00	730 00	—	—	1	12	1	—	—	70 36	Schools.
Newburyport, . . .	79 64	25 61	17,902 54	—	65,000 00	3,900 00	—	—	1	110	8	100	1,000 00	653 62	"

	\$43 21	\$22 51	\$2,300 00	\$20 00	\$700 00	\$38 00	-	-	-	7	60	\$693 30	\$108 49	Schools.
North Andover,	\$43 21	\$22 51	\$2,300 00	\$20 00	\$700 00	\$38 00	-	-	-	-	-	-	165 06	"
Rockport, . .	46 23	24 00	3,000 00	-	-	-	\$89 00	-	-	-	-	-	68 88	"
Rowley, . . .	50 00	18 63	900 00	59 75	-	-	-	-	-	-	-	-	939 72	"
Salem, . . .	105 45	29 39	26,191 47	-	4,000 00	200 00	-	-	-	36	1335	18,237 00	180 81	"
Salisbury, . .	37 22	19 00	3,000 00	-	-	-	-	-	-	4	125	360 00	108 98	"
Saugus, . . .	-	26 80	2,500 00	-	-	-	-	-	-	-	-	-	354 49	Town purposes.
South Danvers,	78 60	24 77	10,266 00	-	2,000 00	120 00	335 00	-	-	-	-	-	82 17	Schools.
Swampscott, .	84 30	28 10	2,600 00	-	-	-	-	-	-	-	-	-	57 07	"
Topsfield, . .	40 00	17 00	850 00	-	-	-	-	-	-	1	40	96 00	54 12	"
Wenham, . . .	-	21 88	750 00	-	-	-	-	-	-	3	90	150 00	116 36	"
West Newbury,	-	24 78	1,752 51	60 00	-	-	-	-	-	-	-	-	-	"
Totals, . . .	\$60 93	\$23 13	\$198,233 46	\$665 75	\$250,895 87	\$12,230 58	\$1,302 90	7	539	96	3578	\$29,540 30	\$8,109 88	

MIDDLESEX COUNTY.

TOWNS.	Population - State Census, 1865.	Valuation - 1865.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1864.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Acton, . . .	1,660	\$854,719 00	9	355	438	291	377	12	77	378	-	9	4	5	38.18	25.18	64.16
Ashby, . . .	1,080	508,393 00	10	205	263	173	221	8	56	184	-	9	1	11	22.08	28.17	51.05
Ashland, . . .	1,702	632,632 00	8	274	312	227	241	9	32	332	-	8	1	7	28.10	24.15	53.05
Bedford, . . .	820	489,123 00	6	146	168	130	134	10	25	176	-	6	-	6	26.10	16.14	43.04
Belmont, . . .	1,278	3,521,429 00	6	224	221	178	173	11	14	225	1	6	1	5	31.10	31.10	63
BillERICA, . . .	1,808	1,086,563 00	11	316	324	244	261	31	27	347	-	10	-	11	33	35.14	68.14
Boxborough, . . .	454	238,592 00	4	98	107	85	99	8	27	87	-	4	-	4	10.10	11.05	21.15
Brighton, . . .	3,859	3,812,694 00	12	863	735	609	562	1	50	728	3	14	3	14	66	66	132
Burlington, . . .	594	408,136 00	5	98	72	79	54	3	4	107	1	4	1	4	24	9.10	33.10
Cambridge, . . .	29,114	25,897,971 00	29	6,045	6,023	4,312	4,479	-	318	6,325	10	90	11	94	147.18	147.18	295.16
Carlisle, . . .	629	354,122 00	5	110	126	90	105	7	34	126	-	5	2	4	12.05	14	26.05
Charlestown, . . .	26,398	18,292,544 00	39	5,837	5,947	3,889	4,039	3	179	5,798	9	85	9	85	177.09	228.03	405.12
Chelmsford, . . .	2,296	1,546,508 00	12	416	478	329	405	5	92	538	-	11	6	6	35.12	33.10	69.02
Concord, . . .	2,231	1,658,881 00	12	392	441	310	372	4	49	385	1	11	1	11	55	55	110
Dracut, . . .	1,905	1,109,304 00	11	341	405	267	323	37	68	320	-	11	4	7	33.14	29.18	63.12
Dunstable, . . .	533	391,146 00	5	57	109	48	89	2	30	96	-	3	-	5	6.05	15.04	21.09
Framingham, . . .	4,681	2,799,308 00	18	802	803	687	663	26	78	834	2	18	2	18	50.10	102.05	152.15
Groton, . . .	3,176	1,553,920 00	17	517	623	422	495	28	98	665	1	15	7	11	50.19	54.11	105.10
Holliston, . . .	3,125	1,502,682 00	16	729	714	590	577	29	69	599	1	15	1	15	55.07	58.08	113.15
Hopkinton, . . .	4,140	1,595,257 00	18	916	829	777	731	16	67	957	1	17	3	16	86.05	47.01	133.06
Lexington, . . .	2,223	1,747,459 00	10	441	401	353	326	6	38	386	2	9	2	9	63.19	35.09	99.08
Lincoln, . . .	710	606,833 00	4	111	113	97	91	3	9	132	-	4	-	4	21.05	12	33.05
Littleton, . . .	967	632,380 00	7	207	232	163	201	13	41	205	1	7	2	6	29.14	22.11	52.05

SCHOOL RETURNS.

ix

Lowell, . . .	31,004	\$20,980,041 00	54	6,380	6,217	3,840	3,995	21	513	4,929	11	80	12	81	290.05	290.05	580.10
Malden, . . .	6,871	4,040,431 00	23	1,344	1,424	1,017	1,043	2	56	1,442	4	18	4	18	85	123	208
Marlborough, . .	7,209	2,530,622 00	24	1,153	1,153	924	924	77	150	1,562	1	23	3	20	124.10	68	192.10
Medford, . . .	4,860	5,491,054 00	16	1,140	1,140	867	867	-	83	1,159	3	17	3	17	86	86	172
Melrose, . . .	2,866	1,704,583 00	10	550	500	493	434	-	21	595	1	10	1	10	52.14	52.14	105.08
Natick, . . .	*	1,841,121 00	18	962	862	767	713	14	45	887	1	18	2	17	66.12	67.17	134.09
Newton, . . .	8,978	9,800,738 00	27	1,784	1,746	1,359	1,364	-	-	1,908	8	26	9	25	136.10	130	266.10
North Reading, . .	991	577,389 00	5	225	212	177	154	12	26	236	-	5	-	5	20	14.03	34.03
Pepperell, . . .	1,709	924,405 00	11	329	402	282	352	14	101	370	-	10	1	10	27.11	30.14	58.05
Reading, . . .	2,436	1,293,056 00	13	543	510	473	435	17	52	515	1	12	1	12	57.13	57.12	115.05
Sherborn, . . .	1,049	869,539 00	8	184	258	157	211	4	45	213	-	7	1	7	19.10	27	46.10
Shirley, . . .	1,217	676,275 00	9	211	241	188	216	8	43	218	-	9	1	8	25.10	28.11	54.01
Somerville, . . .	9,366	5,683,244 00	27	1,812	1,791	1,448	1,424	20	104	1,874	5	27	5	28	128.05	162	290.05
South Reading, . .	3,245	1,778,786 00	12	611	540	475	458	12	42	614	1	12	1	12	77.05	42.10	119.15
Stoneham, . . .	3,299	1,333,637 00	11	645	615	497	428	7	48	504	1	11	1	11	74.05	16.15	91
Stow, . . .	1,537	764,278 00	7	320	346	249	271	22	73	316	-	6	2	6	23.01	23.11	46.12
Sudbury, . . .	1,703	1,052,778 00	7	343	301	230	251	9	52	287	-	6	-	7	29.17	21	50.17
Tewksbury, . . .	1,801	747,624 00	7	219	221	186	189	17	21	232	-	7	-	7	34	20	54
Townsend, . . .	2,056	737,352 00	14	355	445	307	395	16	106	371	-	13	4	10	30.10	34.10	65
Tyngsborough, . .	624	348,137 00	8	132	195	96	128	4	117	130	-	7	2	6	19.10	21.10	41
Waltham, . . .	6,897	5,552,109 00	20	1,227	1,214	961	991	10	88	1,183	2	21	2	22	99.15	104	203.15
Watertown, . . .	3,779	2,757,957 00	13	1,022	969	789	768	1	47	771	3	10	3	10	62.05	65.15	128
Wayland, . . .	1,138	658,073 00	7	211	207	172	175	2	18	244	-	7	1	7	26.15	26.15	53.10
W. Cambridge, . .	2,760	2,833,684 00	11	468	521	380	425	-	23	551	3	9	3	9	55	55	110
Westford, . . .	1,568	998,438 00	10	271	296	227	250	32	38	334	-	10	3	7	30.17	29.06	60.03
Weston, . . .	1,231	1,103,274 00	7	244	228	190	184	4	42	234	2	6	1	6	32	32	64
Wilmington, . . .	850	563,181 00	5	164	180	145	147	5	22	162	-	5	-	5	15.18	18.09	34.07
Winchester, . . .	1,969	1,455,772 00	10	413	375	342	323	5	38	419	1	10	1	10	47.10	47.10	95
Woburn, . . .	7,002	4,986,549 00	22	1,421	1,192	1,032	974	21	127	1,405	2	25	2	25	96	96	192
Totals, . . .	215,398†	\$155,324,723 00	690	44,183	44,185	32,620	33,507	628	3,523	43,595	82	798	130	776	4.16	4.04	9

* Census not returned in season.

† Not including Natick.

MIDDLESEX COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1864-5.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. Scholars in Incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1865, according to No. children between 5 and 15 May 1, 1864.	Town's share of School Fund received in 1864—how appropriated.
Acton, . . .	\$46 00	\$22 60	\$1,700 00	-	-	-	-	-	-	-	\$110 00	90	\$110 00	\$92 99	Schools.
Ashby, . . .	55 00	18 21	1,250 00	\$52 00	-	-	-	-	-	-	-	20	-	45 26	"
Ashland, . . .	45 00	23 97	1,700 00	-	-	-	-	-	-	-	200 00	1	200 00	81 67	"
Bedford, . . .	-	24 73	1,100 00	-	-	-	-	-	-	-	-	2	-	43 30	"
Belmont, . . .	66 67	28 23	3,000 00	-	-	-	-	-	-	-	1,700 00	25	1,700 00	55 35	"
Billerica, . . .	-	21 19	1,800 00	20 00	\$21,000 00	\$1,260 00	-	1	50	\$300 00	25 00	2	25 00	85 36	"
Boxborough, . . .	-	19 62	500 00	-	-	-	-	-	-	-	-	1	-	21 40	"
Brighton, . . .	90 91	25 30	9,263 09	-	-	-	-	-	-	-	-	1	-	161 18	"
Burlington, . . .	55 00	19 28	800 00	-	-	-	-	-	-	-	-	22	-	23 69	"
Cambridge, . . .	140 64	37 49	59,267 95	150 00	8,000 00	587 41	-	-	-	-	20,735 00	427	20,735 00	1,555 95	City Treas.
Carlisle, . . .	32 50	23 22	600 00	35 00	500 00	30 00	-	-	-	-	50 00	1	50 00	31 00	Schools.
Charlestown, . . .	134 16	39 35	53,596 79	-	5,600 00	336 00	-	-	-	-	4,260 00	138	4,260 00	1,426 31	"
Chelmsford, . . .	41 31	20 95	2,000 00	-	-	-	-	-	-	-	175 00	1	175 00	132 35	"
Concord, . . .	88 89	22 91	3,600 00	-	1,578 45	94 07	-	-	-	-	500 00	1	500 00	94 71	"
Dracut, . . .	41 75	19 10	1,600 00	140 00	-	-	-	-	-	-	-	12	-	78 72	"
Dunstable, . . .	-	22 00	500 00	-	-	-	-	-	-	-	40 00	2	40 00	23 62	"
Framingham, . . .	80 00	24 83	6,100 00	80 00	4,259 00	255 54	-	-	-	-	400 00	1	400 00	205 16	Schools & Maps.
Groton, . . .	41 28	22 14	3,250 00	-	40,000 00	2,400 00	-	-	71	1,321 36	80 00	3	80 00	163 59	Schools.
Holliston, . . .	91 67	23 37	3,600 00	-	-	-	-	-	-	-	-	4	-	147 36	"
Hopkinton, . . .	56 00	22 78	3,700 00	10 00	4,000 00	300 00	-	-	-	-	40 00	110	40 00	235 42	"
Lexington, . . .	83 25	21 77	4,200 00	100 00	-	-	-	-	-	-	780 00	27	780 00	94 96	"
Lincoln, . . .	-	28 00	1,000 00	-	1,209 21	62 20	-	-	-	-	-	1	-	32 47	"
Littleton, . . .	39 00	24 54	1,300 00	-	-	-	-	-	-	-	158 00	-	158 00	50 43	"

SCHOOL RETURNS.

[illegible]

WORCESTER COUNTY.

TOWNS.	Population - State Census, 1865.	Valuation - 1865.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1864.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.						
				In Sum'r.		In Winter.					In Sum'r.		In Winter.		SUMMER.		WINTER.		Summer. Mos. Days. Mos. Days.	Winter. Mos. Days. Mos. Days.	Total. Mos. Days.
Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.				
Ashburnham, .	2,153	\$789,081 00	14	409	411	344	345	8	43	442	-	14	3	11	32.03	38.12	70.15				
Athol,	2,813	1,085,516 00	16	500	599	467	515	15	124	573	2	12	5	12	28.10	40	68.10				
Auburn,	959	503,928 00	6	170	191	134	154	11	26	185	-	6	1	4	17.15	16.13	34.08				
Barre,	2,856	1,797,762 00	20	535	571	425	464	22	86	484	-	20	5	15	59.10	54.15	114.05				
Berlin,	1,062	401,831 00	5	189	226	155	199	15	55	228	-	5	1	4	14.15	15.08	30.03				
Blackstone, . . .	4,857	1,993,024 00	16	1,003	918	780	694	60	98	1,171	2	17	5	15	81.16	47.10	129.06				
Bolton,	1,504	636,514 00	10	265	336	223	284	11	35	309	1	9	1	9	35.10	34.05	69.15				
Boylston,	792	467,551 00	6	129	181	119	154	10	42	164	-	6	-	6	16.02	16.10	32.12				
Brookfield, . . .	2,106	973,359 00	12	365	446	272	360	17	87	420	1	11	3	9	35.15	34.16	70.11				
Charlton,	1,925	909,729 00	13	364	450	289	339	25	55	371	-	13	6	8	40.05	41.07	81.12				
Clinton,	4,021	2,017,299 00	10	789	695	475	520	-	57	643	1	10	1	10	67.09	33.04	100.13				
Dana,	789	242,117 00	6	204	201	171	163	6	25	197	-	6	1	5	18.05	17.16	36.01				
Douglas,	2,157	871,651 00	10	381	403	308	304	30	34	388	-	10	3	7	34.05	22.05	56.10				
Dudley,	2,077	681,471 00	9	344	404	267	309	22	21	423	-	-	1	8	27.15	31	58.15				
Fitchburg,	8,119	4,240,252 00	29	1,426	1,410	1,207	1,144	12	122	1,514	5	29	5	29	111	109.10	220.10				
Gardner,	2,553	905,324 00	12	477	512	430	443	14	100	553	-	12	4	8	29.02	28.10	57.12				
Grafton,	3,962	1,777,973 00	19	764	890	617	611	53	32	870	1	18	2	17	47	88.12	135.12				
Hardwick,	1,968	1,099,438 00	11	321	354	263	298	20	49	299	-	13	4	7	42.16	23.02	65.18				
Harvard,	1,353	932,514 00	10	241	292	211	257	14	70	264	-	10	1	10	32.05	32.13	64.18				
Holden,	1,846	853,695 00	14	310	398	255	330	14	51	381	-	14	3	12	32	35	67				
Hubbardston, . .	1,546	741,433 00	14	315	392	272	334	16	89	304	-	13	4	10	33.04	34.12	67.16				
Lancaster,	1,767	1,004,802 00	11	346	305	283	261	9	60	339	-	11	2	9	33.14	29.02	62.16				
Leicester,	2,528	1,615,868 00	13	486	520	374	384	30	39	528	1	12	5	8	46.11	46.08	92.19				
Leominster, . . .	3,318	1,933,122 00	17	748	686	558	614	16	114	668	1	16	5	11	95	42.17	137.17				

SCHOOL RETURNS.

xiii

Lunenburg, . . .	1,167	\$731,560 00	9	191	230	157	192	11	38	203	-	9	25.17	26.01	51.18
Mendon, . . .	1,207	668,709 00	8	266	281	220	233	17	69	290	1	6	22.10	28	50.10
Millford, . . .	9,102	3,275,231 00	24	2,257	2,270	1,600	1,765	20	98	2,373	4	26	79.05	97.10	176.15
Millbury, . . .	3,780	1,392,456 00	15	654	632	509	500	26	45	729	1	15	65.10	65.10	131
New Braintree, . . .	752	553,719 00	6	151	173	112	146	4	40	137	1	6	18	18	36
Northborough, . . .	1,623	1,034,978 00	7	255	314	189	256	-	58	256	-	7	22.10	17.15	40.05
Northbridge, . . .	2,642	898,385 00	13	517	556	401	463	20	60	593	2	11	38	43	81
N. Brookfield, . . .	2,514	1,104,648 00	14	526	535	457	471	18	92	562	-	14	38	42	80
Oakham, . . .	925	318,003 00	8	145	227	137	193	13	46	178	2	6	15.09	18.09	33.18
Oxford, . . .	2,713	1,137,476 00	14	578	538	434	406	27	55	550	1	12	55.10	39	94.10
Paxton, . . .	626	297,237 00	6	127	150	112	128	5	22	134	-	5	12.15	15.15	28.10
Petersham, . . .	1,386	651,779 00	14	262	306	221	252	21	54	283	1	13	30.14	35	65.14
Phillipston, . . .	726	320,834 00	7	132	155	123	132	9	27	153	7	6	16.14	18.10	35.04
Princeton, . . .	1,238	778,666 00	10	244	270	185	240	12	68	261	-	10	35	25.03	60.03
Royalston, . . .	1,441	711,872 00	14	312	365	262	312	13	106	315	4	12	29.14	41.16	71.10
Rutland, . . .	1,011	523,646 00	10	179	238	150	193	8	51	210	-	10	20	22.12	42.15
Shrewsbury, . . .	1,571	1,026,968 00	8	323	288	270	252	5	37	306	1	9	22.11	25.10	44.03
Southborough, . . .	1,750	957,409 00	9	327	334	274	282	12	37	345	1	8	20.17	25.10	46.07
Southbridge, . . .	4,131	1,696,264 00	16	715	714	496	567	5	45	871	3	13	63.15	51.04	114.19
Spencer, . . .	3,026	1,363,465 00	15	607	649	499	550	40	58	642	1	15	46	46	92
Sterling, . . .	1,668	1,086,710 00	12	268	359	228	309	16	95	325	-	11	29.15	34.08	64.03
Sturbridge, . . .	1,993	864,875 00	15	366	422	288	354	17	63	380	2	15	39	46	85
Sutton, . . .	2,363	1,141,588 00	15	387	467	316	403	28	74	475	-	13	25.14	42.13	68.07
Templeton, . . .	2,390	979,116 00	14	470	508	385	449	21	136	453	1	13	45.19	39.08	85.07
Upton, . . .	2,017	736,082 00	12	306	371	266	322	19	57	355	-	11	34	33.10	67.10
Uxbridge, . . .	2,835	1,624,174 00	15	608	593	433	467	45	76	610	1	14	49	47.18	96.18
Warren, . . .	2,205	985,109 00	12	340	368	242	277	12	20	369	-	12	35	33.10	68.10
Webster, . . .	3,608	1,060,039 00	10	501	448	380	346	19	50	559	1	9	43	39	82
Westborough, . . .	3,141	860,922 00	12	545	548	440	471	9	37	522	1	18	40.10	41.05	81.15
W. Boylston, . . .	2,293	679,389 00	8	508	557	420	452	20	68	554	-	8	25.15	27.12	53.07
W. Brookfield, . . .	1,549	1,337,740 00	9	313	366	235	291	10	49	355	3	6	21.10	26.15	48.05
Westminster, . . .	1,639	721,267 00	13	400	432	285	367	26	115	386	-	13	29.14	32.12	62.06
Winchendon, . . .	2,802	1,160,952 00	12	473	556	388	442	16	96	548	1	12	34.15	38.11	73.06
Worcester, . . .	30,058	19,701,244 00	74	5,251	5,478	3,738	3,970	229	529	4,929	7	82	388.10	407	795.10
Totals, . . .	162,923	\$80,857,766 00	763	30,585	32,489	23,751	25,933	1,223	4,085	31,929	159	643	3.06	3.06	6.12

SCHOOL RETURNS.

xv

	\$48 18	\$22 56	\$167,358 68	\$1,258 69	\$61,111 33	\$3,742 30	\$758 83	4	205	\$5,678 00	87	2212	9,604 26	\$7,832 41
Lunenburg, . . .	\$51 00	21 53	\$1,200 00	-	-	-	\$127 09	-	-	-	1	15	\$50 00	\$49 94
Mendon, . . .	79 97	29 33	1,200 00	-	-	-	-	-	-	-	2	60	75 00	"
Milford, . . .	80 00	21 00	10,000 00	-	-	-	-	-	-	-	2	40	200 00	"
Millbury, . . .	-	26 69	4,000 00	-	-	-	-	-	-	-	1	20	-	"
New Braintree, . . .	55 00	28 00	1,000 00	-	-	-	-	-	-	-	4	80	60 00	"
Northborough, . . .	37 00	26 79	1,200 00	\$26 00	-	-	-	-	-	-	6	155	600 00	"
Northbridge, . . .	47 76	20 00	2,200 00	-	-	-	-	-	-	-	1	70	250 00	"
N. Brookfield, . . .	26 00	19 42	700 00	22 00	-	-	-	-	-	-	3	75	125 00	"
Oakham, . . .	42 50	19 70	2,200 00	-	-	-	34 27	-	-	-	-	-	-	Schl's, Cards, &c.
Oxford, . . .	-	21 27	600 00	-	-	-	-	-	-	-	-	-	-	Schools.
Paxton, . . .	25 33	18 16	1,200 00	50 00	\$705 00	\$42 30	-	-	-	-	3	75	250 00	"
Petersham, . . .	-	21 13	700 00	-	-	-	-	-	-	-	-	-	-	"
Phillipston, . . .	35 72	17 91	1,100 00	39 30	-	-	-	-	-	-	-	-	-	"
Princeton, . . .	40 75	20 23	1,200 00	-	6,500 00	550 00	-	-	-	-	2	60	175 00	"
Royalston, . . .	36 33	20 50	1,000 00	-	-	-	-	-	-	-	-	-	-	"
Rutland, . . .	30 00	26 52	1,200 00	-	-	-	-	-	-	-	-	-	-	"
Shrewsbury, . . .	73 50	22 45	2,111 44	260 00	-	-	-	-	-	-	-	-	-	"
Southborough, . . .	46 33	19 63	3,300 00	119 14	-	-	-	-	-	-	-	-	-	†
Southbridge, . . .	46 75	21 15	2,850 00	-	436 66	26 20	-	-	-	-	3	21	246 00	Schools.
Spencer, . . .	38 90	21 34	1,700 00	-	-	-	-	-	-	-	4	65	100 00	Schl's, Appar., &c.
Sterling, . . .	25 00	18 24	1,600 00	15 00	-	-	-	-	-	-	8	213	265 00	Schools.
Sturbridge, . . .	40 50	23 52	2,000 00	31 00	1,633 00	93 02	-	-	-	-	3	80	300 00	"
Sutton, . . .	50 43	21 07	2,250 00	-	-	-	-	-	-	-	-	-	-	Schl's, Appar., &c.
Templeton, . . .	42 00	22 72	1,825 00	75 00	-	-	220 00	-	-	-	-	-	-	Schools.
Upton, . . .	57 15	20 54	2,800 00	16 00	-	-	-	-	-	-	1	55	825 00	Schl's, books, &c.
Uxbridge, . . .	32 00	23 33	1,700 00	-	-	-	-	-	-	-	1	10	100 00	Schools.
Warren, . . .	57 50	25 25	2,850 00	-	-	-	-	-	-	-	2	40	60 00	"
Webster, . . .	80 00	24 72	2,600 00	20 00	-	-	-	-	-	-	2	55	100 00	"
Westborough, . . .	39 00	24 40	1,375 00	20 00	-	-	-	-	-	-	3	70	170 00	"
W. Boylston, . . .	39 00	19 33	1,200 00	-	-	-	-	-	-	-	-	-	-	"
W. Brookfield, . . .	37 25	21 27	1,500 00	28 00	-	-	-	-	-	-	3	85	250 00	"
Westminster, . . .	77 73	24 45	2,200 00	-	-	-	-	-	-	-	6	100	2,000 00	"
Winchendon, . . .	111 63	32 60	43,500 00	-	-	-	-	2	60	2,400 00	-	-	-	"
Worcester, . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	"
Totals, . . .	\$48 18	\$22 56	\$167,358 68	\$1,258 69	\$61,111 33	\$3,742 30	\$758 83	4	205	\$5,678 00	87	2212	9,604 26	\$7,832 41

* Books, Maps, Charts, &c.

† Tablets, Manuals, &c.

‡ Apparatus for High School, Maps, &c.

HAMPSHIRE COUNTY.

TOWNS.	Population - State Census, 1865.	Valuation - 1865.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.		Persons over 15 years of age who attend School.		NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.	
				In Sum'r.	In Winter.	In Sum'r.	In Winter.					Males.	Females.	WINTER.		Males.	Females.
												Summer.	Winter.	Total.			
												Mos. Days.	Mos. Days.	Mos. Days.			
Amherst, . . .	3,413	\$1,860,457 00	17	606	657	503	524	12	114	636	2	16	2	16	75.05	59.15	135
Belchertown, . .	2,636	1,108,591 00	20	481	575	389	473	31	86	549	-	19	5	15	53.08	56.12	110
Chesterfield, . .	802	372,790 00	10	149	161	121	136	10	24	186	-	10	1	8	35.10	25.05	60.15
Cummington, . .	980	342,842 00	10	191	265	167	216	23	39	187	-	10	2	8	31	27.10	58.10
Easthampton, . .	2,869	1,700,599 00	10	346	382	263	287	4	14	531	-	9	1	9	36.04	28.04	64.08
Enfield, . . .	999	610,644 00	8	182	203	160	174	6	19	189	-	8	1	7	20	22	42
Goshen, . . .	412	152,796 00	5	64	80	58	65	10	7	72	-	5	-	5	13.02	15	28.02
Granby, . . .	908	470,125 00	9	176	173	148	144	9	10	176	-	9	1	8	32	30.02	62.02
Greenwich, . . .	647	261,416 00	7	118	152	105	119	5	26	113	-	7	1	6	19.05	19.15	39
Hadley, . . .	2,246	1,279,320 00	13	330	386	265	335	13	26	373	-	12	-	12	39.05	36.08	75.13
Hatfield, . . .	1,405	1,442,691 00	8	247	279	165	193	9	33	269	-	7	1	8	24.15	26.05	51
Huntington, . .	1,163	409,395 00	11	244	248	197	224	9	43	258	-	11	1	9	33.15	29	62.15
Middlefield, . .	723	351,881 00	10	157	156	132	134	4	32	148	-	8	3	6	26.13	21.17	48.10
Northampton, .	7,927	4,789,965 00	28	1,191	1,337	947	1,047	17	52	1,535	1	32	2	31	107.15	107.15	215.10
Pelham, . . .	739	197,457 00	7	145	168	107	127	9	31	172	-	7	2	5	16.13	17.15	34.08
Plainfield, . . .	579	239,097 00	10	109	135	92	114	9	17	107	-	9	1	8	25.15	24.10	50.05
Prescott, . . .	596	221,712 00	6	103	133	82	99	4	27	110	-	6	2	4	15.05	16.10	31.15
South Hadley, .	2,098	1,103,491 00	11	424	437	307	336	13	23	454	1	10	1	11	49.07	35.04	84.11
Southampton, .	1,216	502,448 00	7	164	187	120	157	4	23	226	-	7	1	6	23.05	21.10	44.15
Ware, . . .	3,307	1,306,545 00	17	727	638	486	485	14	107	741	3	14	6	10	73.02	45.08	118.10
Westhampton, .	637	291,384 00	7	131	145	106	123	3	8	138	-	6	2	4	16	25.05	41.05
Williamsburg, .	1,972	1,085,693 00	13	472	441	332	352	3	81	446	2	13	3	9	68.05	44.05	112.10
Worthington, . .	925	409,655 00	12	165	208	130	175	12	46	167	-	12	7	5	41	36.14	77.14
Totals, . . .	39,199	\$20,510,994 00	256	6,922	7,546	5,382	6,039	233	888	7,783	9	247	46	210	3.09	3	6.09

SCHOOL RETURNS.

xvii

HAMPSHIRE COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board	Average wages of Female Teachers per month, including the value of board	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the school-year 1864-5.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of that may be so appropriated to Schools.	Incorporated Academies.	Average No. Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1865, according to No. children between 5 and 15 May 1, 1864.	Town's share of School Fund received in 1864—how appropriated.
Amherst, . . .	\$65 43	\$21 78	\$4,500 00	-	\$700 00	\$42 00	00	00	1	-	3	51	\$1,500 00	\$156 46	Schools.
Belchertown, . .	37 90	18 24	2,000 00	\$338	-	-	00	00	-	-	6	150	450 00	135 05	"
Chesterfield, . .	22 00	18 50	800 00	417 00	1,107 00	65 00	00	00	-	-	2	55	-	45 76	"
Cummington, . .	28 50	18 00	800 00	450 00	-	-	00	00	-	-	2	50	157 00	46 00	"
Easthampton, . .	24 00	23 50	1,650 00	-	75,000 00	5,000 00	00	00	1	170	2	38	700 00	130 63	"
Enfield, . . .	20 00	19 27	800 00	50 00	-	-	00	00	-	-	2	25	500 00	46 49	"
Goshen, . . .	-	14 60	375 00	160 00	-	-	00	00	-	-	1	25	-	17 71	"
Granby, . . .	25 00	17 85	1,000 00	-	-	-	00	00	-	-	1	25	150 00	43 30	"
Greenwich, . . .	36 00	16 38	800 00	-	-	-	00	00	-	50	-	-	-	25 03	"
Hadley, . . .	-	19 75	2,000 00	-	15,000 00	1,000 00	00	00	1	-	-	-	-	91 76	"
Hatfield, . . .	50 00	25 00	1,500 00	50 00	-	-	00	00	-	-	3	58	120 60	66 17	"
Huntington, . .	37 00	19 31	900 00	27 00	-	-	00	00	-	-	1	22	66 00	63 47	"
Middlefield, . .	19 34	20 55	500 00	448 00	-	-	00	00	-	90 08	2	50	2,000 00	36 41	"
Northampton, . .	-	22 45	8,200 00	-	2,906 87	211 41	00	00	-	-	2	50	-	377 61	"
Pelham, . . .	28 67	17 71	700 00	12 00	-	-	00	00	-	-	-	-	-	42 31	"
Plainfield, . . .	30 00	16 68	500 00	350 90	-	-	00	00	-	-	-	-	-	26 32	"
Prescott, . . .	34 50	17 20	500 00	125 00	-	-	00	00	-	-	-	-	-	27 06	"
South Hadley, . .	96 87	19 20	2,500 00	130 00	2,000 00	120 00	00	00	1	25	-	-	-	111 68	"
Southampton, . .	40 00	20 50	900 00	253 00	-	-	00	00	1	-	-	-	-	55 60	Appar., &c.
Ware, . . .	47 51	20 77	3,700 00	28 00	-	-	00	00	-	-	-	-	-	182 28	Schools.
Westhampton, . .	32 50	25 77	500 00	462 16	-	-	00	00	-	-	1	15	12 00	33 95	"
Williamsburg, . .	60 94	25 84	2,000 00	276 89	19,400 00	1,508 41	00	00	-	-	-	-	-	109 71	"
Worthington, . .	32 40	22 21	600 00	1,023 75	1,948 67	116 92	00	00	-	-	1	-	125 00	41 08	"
Totals, . . .	\$38 43	\$20 05	\$37,725 00	\$4,602 07	\$118,062 54	\$8,063 74	00	00	5	245	24	514	\$5,780 60	\$1,911 84	

HAMPDEN COUNTY.

TOWNS.	Population—State Census, 1865.	Valuation—1865.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1864.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Agawam, . . .	1,665	\$816,850.00	10	231	297	171	245	11	13	326	—	10	1	9	40	34	74
Blandford, . . .	1,087	529,150.00	14	165	164	171	136	17	27	204	—	11	2	7	37.06	27.12	64.18
Brimfield, . . .	1,316	719,750.00	9	168	205	146	174	10	15	263	—	9	—	9	29.10	27	56.10
Chester, . . .	1,266	445,900.00	13	249	279	183	207	10	19	291	—	12	2	11	31.05	40	71.05
Chicopee, . . .	7,581	8,128,250.00	22	1,216	1,267	884	994	29	97	1,243	3	24	3	26	140.15	75.15	216.10
Granville, . . .	1,363	516,277.00	11	222	264	166	198	15	36	280	—	9	5	5	30.05	28.10	58.15
Holland, . . .	368	131,000.00	4	68	93	56	80	6	16	100	—	4	1	3	9.12	10.11	20.03
Holyoke, . . .	5,648	2,579,250.00	18	876	884	681	675	37	61	1,097	2	20	2	18	85.05	84.17	170.02
Longmeadow, . . .	1,480	1,016,500.00	11	236	254	172	200	11	32	280	—	9	2	9	38.13	30.09	69.02
Ludlow, . . .	1,233	455,050.00	10	220	285	161	224	21	28	279	—	8	2	7	28	30.10	58.10
Monson, . . .	3,132	1,316,700.00	19	465	530	392	433	20	60	533	—	18	3	16	54.07	57.11	111.18
Montgomery, . . .	354	158,850.00	5	62	49	48	39	5	4	73	—	5	—	2	15.05	5.15	21
Palmer, . . .	3,081	1,254,000.00	18	555	574	451	483	14	49	693	1	16	3	14	62.05	45.05	107.10
Russell, . . .	619	212,800.00	7	130	146	113	120	7	7	138	—	8	1	7	20.05	23.05	43.10
Southwick, . . .	1,155	604,200.00	10	204	269	144	216	23	36	228	—	10	—	10	38.10	36.10	75
Springfield, . . .	22,038	13,379,212.00	50	3,607	3,215	2,265	2,270	23	375	3,709	7	57	10	61	236.05	257.05	493.10
Tolland, . . .	511	298,588.00	8	92	86	67	67	6	13	99	—	7	1	5	25	20	45
Wales, . . .	696	254,600.00	6	132	149	108	120	10	24	118	—	6	1	5	17.10	17	34.10
Westfield, . . .	5,634	3,244,600.00	26	864	1,034	680	836	90	95	1,073	2	27	2	28	124.05	63.05	187.10
W. Springfield, . . .	2,100	1,319,550.00	12	401	353	243	266	25	14	403	—	11	—	12	55.03	42.01	97.04
Wilbraham, . . .	2,111	872,100.00	13	329	377	247	310	19	28	448	—	13	3	10	48.08	39.14	88.02
Totals, . . .	64,438	\$33,253,177.00	296	10,492	10,774	7,549	8,293	409	1,049	11,878	15	294	44	274	3.19	3.07	7.06

HAMPTON COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, fuel, care of fires and school-rooms, for the school-year 1864-5.	Amount of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1865, according to No. children between 5 and 15 May 1, 1864.	Town's share of School Fund received in 1864—how appropriated.
Agawam,	\$35 00	\$21 00	\$1,500 00	\$300 00	-	\$2,500 00	-	-	-	-	1	\$350 00	\$80 20	Schools.
Blandford,	40 00	20 57	700 00	630 00	-	16,000 00	-	-	-	-	1	-	50 18	"
Brimfield,	-	19 38	1,200 00	-	-	700 00	-	63	-	-	1	75 00	64 70	"
Chester,	33 00	21 88	1,000 00	792 00	-	10,060 83	-	-	-	-	3	180 00	71 59	"
Chicopee,	85 50	24 25	8,690 00	-	-	222 22	-	-	-	-	1	250 00	305 78	"
Granville,	28 00	16 00	700 00	-	-	731 00	-	-	-	-	1	250 00	68 88	"
Holland,	22 00	16 52	250 00	80 20	-	-	-	-	-	-	-	-	24 60	"
Holyoke,	88 48	22 25	6,000 00	-	-	-	-	-	-	-	-	-	269 86	"
Longmeadow,	40 00	20 50	1,775 00	63 00	-	-	-	-	-	-	2	800 00	68 88	"
Ludlow,	35 00	19 00	1,000 00	300 00	-	23,000 00	-	-	-	-	-	-	68 63	"
Monson,	29 33	23 40	2,300 00	482 00	-	-	-	82	\$1,534 00	-	-	-	131 12	"
Montgomery,	-	17 87	300 00	87 00	-	-	-	-	-	-	-	-	17 96	"
Palmer,	46 66	28 37	2,700 00	206 00	-	825 00	-	-	-	-	-	-	170 48	"
Russell,	30 00	19 87	450 00	505 50	-	-	-	-	-	-	-	-	33 95	"
Southwick,	-	20 00	342 00	192 00	-	15,618 01	-	-	-	-	-	-	56 09	Appar., &c.
Springfield,	116 67	29 31	27,200 00	-	-	7,404 04	\$96 46	-	-	-	20	8,000 00	912 41	Schools.
Tolland,	32 00	15 14	380 00	296 00	-	-	18 00	-	-	-	2	72 00	24 35	"
Wales,	40 00	18 55	600 00	154 56	-	-	-	-	-	-	1	54 00	29 03	"
Westfield,	59 00	22 53	5,500 00	125 00	-	10,000 00	-	-	-	-	1	160 00	263 96	"
W. Springfield,	-	21 00	1,200 00	30 00	-	13,872 00	-	-	-	-	1	125 00	99 14	"
Wilbraham,	23 00	16 00	1,600 00	-	-	-	102 31	-	-	-	1	600 00	99 18	"
Totals,	\$46 10	\$20 64	\$65,387 00	\$4,243 26	\$100,933 10	\$6,173 30	\$216 77	4	425	\$9,284 00	35	\$10,916 00	\$2,910 97	

FRANKLIN COUNTY.

TOWNS.	Population — State Census, 1865.	Valuation — 1865.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.		Persons over 15 years of age who attend School.		Persons between 5 and 15 years of age May 1, 1864.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.	In Sum'r.	In Winter.	Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.			
Ashfield, . . .	1,221	\$611,869. 00	14	225	265	185	226	13	49	221	—	14	1	42.15	32.16	75.11			
Barnardston, . .	902	484,893 00	6	163	184	133	157	10	46	143	—	6	1	21.10	16.15	38.05			
Buckland, . . .	1,922	526,468 00	12	330	386	256	313	31	45	392	—	10	1	25	33.05	58.05			
Charlemont, . . .	994	367,216 00	8	180	214	151	184	7	38	243	—	8	1	21.19	18.15	40.14			
Coleraine, . . .	1,726	637,954 00	18	316	405	274	335	17	81	360	—	18	2	47.02	43.03	90.05			
Conway, . . .	1,538	703,919 00	16	274	291	219	244	22	19	323	—	13	—	43.05	37.10	80.15			
Deerfield, . . .	3,040	1,215,423 00	19	602	699	478	571	14	117	681	1	18	2	63.05	60.10	123.15			
Erving, . . .	576	173,229 00	5	123	143	100	115	5	15	121	—	5	1	13.05	14.15	28			
Gill, . . .	635	390,569 00	6	128	140	113	121	4	13	147	—	6	—	18.10	18.10	37			
Greenfield, . . .	3,211	1,899,806 00	13	490	533	375	403	3	66	643	3	13	2	51.10	57.05	108.15			
Hawley, . . .	687	182,638 00	11	157	169	121	147	10	30	147	—	11	—	27.15	28.16	56.11			
Heath, . . .	642	232,551 00	8	103	151	85	129	11	35	130	—	6	2	17	21.16	38.16			
Leverett, . . .	914	284,644 00	8	179	203	149	152	6	35	190	—	8	3	21.09	20	41.09			
Leyden, . . .	592	278,647 00	5	102	140	82	119	3	56	140	—	5	3	16.11	12	28.11			
Monroe, . . .	192	79,375 00	4	24	52	19	26	3	13	40	—	2	—	4	7.15	11.15			
Montague, . . .	1,575	606,737 00	12	303	314	246	267	17	35	360	—	12	2	29.17	31.10	61.07			
New Salem, . .	1,115	336,476 00	12	226	239	197	203	16	60	262	1	12	2	28.05	29.10	57.15			
Northfield, . . .	1,660	712,054 00	14	320	341	250	275	11	46	387	—	13	2	42.12	34.12	77.04			
Orange, . . .	1,909	599,243 00	14	319	390	274	343	20	90	336	—	12	3	27.04	31.05	58.09			
Rowe, . . .	563	180,425 00	8	94	150	77	122	4	34	138	—	5	3	12.04	19.02	31.06			
Shelburne, . . .	1,563	822,620 00	10	253	275	204	235	13	35	289	—	10	1	32	29.05	61.05			

Shutesbury, .	788	\$219,250 00	10	158	146	132	110	16	14	182	-	10	1	8	25	20	45
Sunderland, .	861	413,827 00	7	147	211	121	188	6	55	183	-	6	1	6	26	21	47
Warwick, .	902	220,658 00	10	183	240	164	198	28	49	206	-	10	-	11	25	30	55
Wendell, .	602	201,657 00	9	120	140	102	120	6	20	139	-	8	-	8	17.15	18	35.15
Whately, .	1,012	665,972 00	6	176	192	141	160	13	25	198	-	6	-	6	26.15	15.10	42.05
Totals, . .	31,342	\$13,048,120 00	265	5,695	6,613	4,648	5,463	309	1,121	6,541	5	247	34	225	2.15	2.13	5.08

FRANKLIN COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1864-5.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools that may be so appropriated or not.	Incorporated Academies.	Average No. Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1865, according to No. children between 5 and 15 May 1, 1864.	Town's share of School Fund received in 1864—how appropriated.
Ashfield, . . .	\$29 00	\$20 36	\$1,000 00	\$156 00	\$810 00	\$48 60	—	1	20	\$85 00	—	30	\$95 00	\$54 37	Schools.
Bernardston, . . .	30 00	22 04	300 00	52 00	10,716 67	843 00	—	—	—	—	—	73	739 00	35 18	"
Buckland, . . .	38 00	19 73	1,200 00	34 00	914 96	54 88	—	—	—	—	—	67	178 00	96 43	"
Charlemont, . . .	30 00	18 12	600 00	300 00	800 00	48 00	—	—	—	—	—	30	100 00	59 78	"
Coleraine, . . .	30 00	19 29	1,000 00	750 00	—	—	—	—	—	—	—	34	75 00	88 56	"
Conway, . . .	—	19 21	1,300 00	492 00	—	—	—	1	49	430 00	—	77	87 00	79 46	"
Deerfield, . . .	66 25	22 23	3,120 45	385 50	10,000 00	600 00	—	1	19	249 50	—	30	100 00	167 52	"
Erving, . . .	44 00	19 35	500 00	—	—	—	\$61 30	—	—	—	—	40	40 00	29 77	"
Gill, . . .	—	20 33	500 00	310 00	—	—	—	—	—	—	—	31	51 00	36 16	"
Greenfield, . . .	58 20	20 65	4,455 23	176 00	—	—	—	—	—	—	—	80	1,800 00	158 18	"
Hawley, . . .	—	21 43	600 00	268 00	400 00	24 00	—	—	—	—	—	—	—	36 16	"
Heath, . . .	34 10	18 82	500 00	347 00	—	—	—	—	—	—	—	—	—	31 98	"
Leverett, . . .	28 66	15 54	600 00	143 76	—	—	—	—	—	—	—	48	178 00	46 74	"
Leyden, . . .	39 00	20 80	450 00	347 00	—	—	—	—	—	—	—	60	210 00	34 44	"
Monroe, . . .	—	22 43	100 00	100 00	207 33	12 44	12 00	—	—	—	—	—	—	9 84	"
Montague, . . .	48 00	18 82	1,200 00	290 00	—	—	67 52	—	—	—	—	55	500 00	88 56	"
New Salem, . . .	24 33	18 95	1,000 00	30 00	4,700 00	282 00	—	1	43	400 00	—	35	75 00	49 69	"
Northfield, . . .	30 00	17 71	1,200 00	50 00	—	—	66 00	—	—	—	—	—	—	95 20	"
Orange, . . .	27 00	17 65	1,200 00	15 00	—	—	—	—	—	—	—	80	350 00	82 66	"
Rowe, . . .	27 00	13 25	500 00	160 00	200 00	12 00	—	—	—	—	—	—	—	33 95	"
Shelburne, . . .	35 00	19 58	1,000 00	418 00	—	—	—	1	35	900 00	—	40	300 00	71 09	"

	\$34 00	\$15 25	\$600 00	\$80 00	\$280 00	\$16 80	-	-	-	4	60	\$150 00	\$44 77	Schools.
Shutesbury, .	48 00	20 50	1,100 00	-	-	-	-	-	-	2	45	50 00	45 02	"
Sunderland, .	-	16 75	800 00	-	500 00	30 00	-	-	-	1	25	100 00	50 68	"
Warwick, .	-	16 84	500 00	46 00	690 00	41 40	-	-	-	-	-	-	34 19	"
Wendell, .	-	22 25	1,001 00	112 00	-	-	-	-	-	-	-	-	48 71	Contingent exp.
Whately, .	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Totals, . .	\$36 87	\$19 15	\$26,326 68	\$5,062 26	\$30,218 96	\$2,013 12	\$206 82	5	166	38	940	\$5,178 00	\$1,609 09	

BERKSHIRE COUNTY.

TOWNS.	Population - State Census, 1865.	Valuation -- 1865.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1864.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Adams, . . .	8,298	\$3,350,551 00	29	1,192	1,388	834	960	26	87	1,620	2	27	4	25	85.05	143.07	*228.12
Alford, . . .	461	340,490 00	4	90	67	56	46	3	16	84	-	4	3	-	16.05	6.12	22.17
Becket, . . .	1,393	478,120 00	12	292	293	240	255	10	36	330	-	10	5	7	26.10	33	59.10
Cheshire, . . .	1,650	675,997 00	8	227	269	137	189	15	22	314	-	7	2	5	29.10	17.10	47
Clarksburg, . . .	530	133,234 00	4	87	87	63	57	10	7	102	-	4	1	3	12.12	11.03	23.15
Dalton, . . .	1,137	988,160 00	8	220	220	175	173	3	18	229	1	6	1	7	27	27.08	54.08
Egremont, . . .	928	587,619 00	5	162	168	96	108	7	5	189	-	5	2	3	22.15	14.14	37.09
Florida, . . .	1,173	152,523 00	5	96	112	72	87	4	34	141	-	5	2	3	14.07	13.01	27.08
Gt. Barrington, . . .	3,920	2,177,071 00	19	691	702	448	537	30	25	635	-	19	2	17	92.06	72.05	164.11
Hancock, . . .	967	490,299 00	7	178	185	160	165	3	2	210	-	6	3	4	23	26	49
Hinsdale, . . .	1,517	801,755 00	8	259	276	202	223	12	30	298	-	8	4	4	27	25.12	52.12
Lanesborough, . . .	1,295	661,048 00	7	207	235	153	167	18	16	274	-	7	3	4	28	21	49
Lee, . . .	4,034	1,682,411 00	15	807	754	529	573	36	34	917	1	13	6	9	67	55.15	122.15
Lenox, . . .	1,667	827,539 00	6	256	277	158	208	9	30	300	-	6	3	4	33.10	20.15	54.05
Monterey, . . .	737	292,117 00	9	110	136	77	86	10	15	137	-	9	-	8	32.15	27	59.15
Mt. Washington, . . .	233	87,676 00	3	65	38	45	28	3	8	65	-	3	1	-	11	4.10	15.10
New Ashford, . . .	178	108,662 00	2	31	31	22	19	-	2	42	-	2	-	2	5.09	5.19	11.08
N. Marlborough, . . .	1,649	610,727 00	11	277	340	192	227	16	24	318	-	12	3	8	46.04	37.08	83.12
Otis, . . .	962	311,595 00	9	210	201	162	150	18	28	163	-	9	1	6	26.10	19.15	46.05
Peru, . . .	494	214,930 00	5	86	105	72	80	8	29	85	-	5	-	5	12.11	15.03	27.19
Pittsfield, . . .	9,679	6,378,878 00	31	1,477	1,585	1,104	1,152	33	9	2,575	1	34	3	32	124	136	260
Richmond, . . .	913	502,277 00	6	182	154	117	112	15	32	197	-	6	1	5	25.05	17.10	42.15
Sandisfield, . . .	1,411	612,943 00	15	291	367	208	272	16	42	353	-	13	5	7	52.04	37.01	89.05

Savoy, . . .	866	\$273,400 00	9	183	199	132	156	13	34	203	-	9	3	4	26.03	21.15	47.18
Sheffield, . .	2,461	1,206,820 00	14	474	459	288	313	15	54	576	-	14	4	10	64.15	51.14	116.09
Stockbridge, .	1,967	1,323,883 00	9	331	336	227	265	18	25	395	1	8	3	6	35.15	33.15	69.10
Tyringham, .	650	299,594 00	7	150	127	106	99	15	11	173	-	5	-	5	25	17.14	42.14
Washington, .	859	289,398 00	9	181	128	128	117	12	19	199	-	8	1	7	26.05	21.10	47.15
W. Stockbridge,	1,621	613,816 00	7	309	293	183	180	15	35	361	-	7	2	5	28.08	22	50.08
Williamstown, .	2,563	1,160,587 00	14	431	458	284	312	25	46	577	-	14	4	10	48.06	45.15	94.01
Windsor, . . .	753	303,324 00	11	151	208	121	141	25	33	175	-	11	-	11	31.02	30.10	61.12
Totals, . . .	56,966	\$27,987,444 00	308	9,703	10,198	6,791	7,457	443	808	12,237	6	296	72	226	3.13	3.7	7

BERKSHIRE COUNTY—CONTINUED.

[illegible]

SCHOOL RETURNS.

[illegible]

* Last year returned, one academy, average attendance of 130, and \$15,000 of tuition.

NORFOLK COUNTY.

TOWNS.	Population—State Census, 1865.	Valuation—1865.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1864.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.			
Bellingham,	1,240	\$463,951 00	11	285	316	220	236	14	42	291	—	11	—	11	31	34.05	65.05
Braintree,	3,725	1,582,530 00	15	782	657	614	549	21	39	834	—	15	3	12	80.10	55.10	136
Brookline,	5,262	12,107,550 00	17	882	853	745	727	—	128	823	5	19	5	19	91.07	91.07	182.14
Canton,	3,318	2,211,313 00	14	688	645	513	488	12	21	754	2	12	5	9	70.16	48	118.16
Cohasset,	2,048	1,174,953 00	10	393	407	269	282	23	34	377	1	9	2	9	46	46.10	92.10
Dedham,	7,198	4,857,587 00	27	1,331	1,271	961	971	12	141	1,288	5	25	7	26	134.07	126.05	260.12
Dorchester,	10,729	12,521,038 00	40	2,078	2,023	1,615	1,575	84	154	2,004	9	38	9	38	213	213	426
Dover,	616	358,774 00	4	114	141	101	118	—	17	136	—	4	—	4	12.10	13.15	26.05
Foxborough,	2,778	1,284,524 00	8	438	441	343	348	11	39	532	2	8	5	5	39.10	27.04	66.14
Franklin,	2,510	1,046,874 00	11	451	509	352	379	18	52	449	—	12	1	11	33	33	66
Medfield,	1,011	613,155 00	5	185	194	151	165	3	76	109	—	3	—	4	16.05	19	35.05
Medway,	3,223	1,251,393 00	13	597	671	466	543	15	76	640	—	13	1	12	43.15	40.15	84.10
Milton,	2,769	4,271,263 00	10	469	468	373	371	1	33	507	5	6	6	5	52.10	51.15	104.05
Needham,	2,793	1,798,498 00	12	543	538	411	422	6	33	515	—	12	—	12	72	47	119
Quincy,	6,718	3,833,508 00	24	1,419	1,368	1,153	1,129	—	76	1,519	6	22	6	22	123	123	246
Randolph,	5,734	2,925,254 00	22	1,225	1,015	980	836	16	64	1,276	2	22	2	21	133.14	66.17	200.11
Roxbury,	28,426	23,808,776 00	89	4,273	4,619	4,002	4,160	—	425	6,003	4	89	4	89	424	534	958
Sharon,	1,394	723,752 00	6	233	218	174	168	10	16	277	—	7	3	4	30.15	20	50.15
Stoughton,	4,859	1,742,453 00	19	1,014	1,089	769	830	10	90	1,158	1	20	5	16	89.05	58.05	147.10
Walpole,	2,018	1,132,102 00	9	360	363	285	304	31	35	355	—	9	3	6	33.15	33	66.15
W. Roxbury,	6,912	10,631,146 00	24	1,359	1,371	921	945	5	108	1,296	4	22	4	23	136.16	105.12	242.08
Weymouth,	7,981	3,345,349 00	32	1,553	1,741	1,261	1,324	21	106	1,707	5	27	5	27	128	172	300
Wrentham,	3,072	1,412,051 00	19	532	603	424	491	21	76	579	—	20	3	15	60.13	53.15	114.08
Totals,	116,334	\$95,097,794 00	441	21,204	21,521	17,103	17,361	334	1,891	23,429	51	425	79	400	4.15	4.11	9.06

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1864-5.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1865, according to No. children between 5 and 15 May 1, 1864.	Town's share of School Fund received in 1864—how appropriated.
Bellingham,	\$23 88	\$1,400 00	\$6 00	\$418 16	\$25 09	\$140 63								\$71 59	Schools.
Brantree,	\$48 57	3,950 00	40 00	4,500 00	300 00								\$450 00	205 16	"
Brookline,	120 93	16,776 21	-	-	-								3,000 00	202 46	Treasury.
Canton,	43 60	3,500 00	-	-	-								1,200 00	185 48	Schools.
Cohasset,	53 33	2,280 00	44 33	1,000 00	50 00								-	92 74	"
Dedham,	78 57	12,380 00	325 00	1,100 00	66 00								1,000 00	316 85	"
Dorchester,	100 52	30,900 00	-	16,221 50	1,076 76								6,100 00	492 98	"
Dover,	-	700 00	-	-	-								-	33 46	"
Foxborough,	52 50	3,000 00	-	-	-								2,500 00	130 87	Schl's, charts, &c.
Franklin,	40 00	2,205 20	-	-	-								200 00	110 45	Schools.
Medfield,	80 00	1,000 00	-	3,760 00	225 60								-	26 82	"
Medway,	50 00	2,400 00	50 75	200 00	12 00								350 00	157 44	"
Milton,	71 43	5,500 00	60 00	-	-					25 \$1,000 00			700 00	124 72	"
Needham,	-	3,358 82	-	2,353 16	141 18								-	126 69	"
Quincy,	89 77	11,000 00	-	1,250 00	75 00								-	373 67	"
Randolph,	71 50	5,200 00	-	11,800 00	1,697 75								-	313 90	"
Roxbury,	162 50	55,447 20	-	80,000 00	4,000 00								6,000 00	1,476 74	City Treas.
Sharon,	43 33	1,228 00	-	2,640 00	158 40								900 00	68 14	Schools.
Stoughton,	47 00	4,500 00	-	-	-								-	284 87	"
Walpole,	57 50	2,400 00	-	42,231 25	4,529 66								900 00	87 33	"
W. Roxbury,	139 84	14,490 44	-	4,200 00	252 00								3,276 00	318 81	Gen'l purposes.
Weymouth,	58 00	9,700 00	40 00	2,001 96	120 10								1,300 00	419 92	Schools.
Wrentham,	45 33	3,000 00	56 00	-	341 86								-	142 44	"
Totals,	\$72 71	\$196,315 87	\$622 08	\$173,676 03	\$12,729 54	\$878 39	2	55	\$1,800 00	\$27,876 00	\$5,763 53	58	\$27,876 00	\$5,763 53	

BRISTOL COUNTY.

TOWNS.	Population — State Census, 1865.	Valuation — 1865.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1864.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Aeushnet, . . .	1,251	\$656,500 00	9	262	248	182	189	8	55	279	—	9	—	9	40.03	30.15	70.18
Attleborough, . .	6,200	2,201,660 00	26	1,036	1,018	793	778	28	59	1,293	2	25	4	23	87.05	90.05	177.10
Berkley, . . .	888	316,002 00	6	177	209	118	176	19	39	184	—	6	2	6	19.17	17.10	37.07
Dartmouth, . . .	3,434	2,432,270 00	26	606	649	422	448	27	99	710	—	26	8	18	98.10	93.18	192.08
Dighton, . . .	1,815	776,779 00	11	380	341	213	242	7	46	323	1	10	3	10	36.08	36.14	73.02
Easton, . . .	3,084	1,930,900 00	13	670	685	567	577	14	61	644	1	13	6	8	41.10	43	84.10
Fairhaven, . . .	2,548	1,778,217 00	13	546	527	446	414	15	92	570	2	13	2	13	64.17	45	109.17
Fall River, . . .	17,525	12,632,419 00	46	3,323	3,581	2,228	2,329	26	329	4,144	7	56	10	60	207	236	443
Freetown, . . .	1,484	706,117 00	8	314	299	237	229	16	64	349	—	11	—	8	31.10	20.15	52.05
Mansfield, . . .	2,131	750,442 00	10	419	400	343	326	25	26	442	1	9	1	9	29.10	30	59.10
New Bedford, . .	20,863	20,525,790 00	36	3,461	3,479	2,780	2,766	—	313	3,500	6	70	6	70	187	174	361
Norton, . . .	1,709	842,527 00	9	366	352	283	273	10	41	376	—	10	5	4	27.05	27.05	54.10
Raynham, . . .	1,868	1,115,026 00	8	299	336	225	255	12	36	338	—	8	—	8	24	25	49
Rehoboth, . . .	1,843	764,906 00	15	288	381	253	307	21	63	387	—	14	5	10	42.02	45.15	87.17
Seekonk, . . .	929	496,844 00	8	130	176	106	141	8	31	130	—	8	—	8	27.10	26.02	53.12
Somerset, . . .	1,791	865,618 00	6	390	348	304	266	11	42	373	1	7	3	5	18.15	18.07	37.02
Swansey, . . .	1,335	755,680 00	10	239	277	171	205	17	58	232	—	10	6	5	26	36	62
Taunton, . . .	16,005	8,463,074 00	52	2,840	2,876	2,086	2,105	103	227	3,448	4	58	9	53	232.10	228.15	461.05
Westport, . . .	2,802	1,453,897 00	20	542	611	344	452	42	89	647	—	20	6	14	79.10	61.13	141.03
Totals, . . .	89,505	\$59,464,668 00	332	16,288	16,793	12,101	12,478	409	1,770	18,369	25	383	76	341	4	3.17	7.17

BRISTOL COUNTY—CONTINUED.

SCHOOL RETURNS.

xxxix

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1864-5.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Amount of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. Scholars in Incorporated Academies.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1865, according to No. children between 5 and 15 May 1, 1864.	Town's share of School Fund received in 1864—how appropriated.
Acushnet, . . .	\$19 72	\$28 00	\$1,500 00	\$28 00	\$11,800 00	\$708 00	—	—	—	—	—	115	\$1,300 00	\$68 63	Schools.
Attleborough, . . .	\$52 50	—	4,500 00	—	—	—	—	—	—	—	—	—	—	318 08	"
Berkley, . . .	34 00	30 00	1,000 00	30 00	—	—	—	—	—	—	—	—	—	45 26	"
Dartmouth, . . .	29 25	83 00	3,500 00	83 00	—	—	—	—	—	—	—	30	600 00	174 66	"
Dighton, . . .	40 50	40 00	1,800 00	40 00	—	—	—	—	—	—	—	25	550 00	79 46	"
Easton, . . .	48 50	600 00	2,500 00	600 00	—	—	—	—	—	—	—	50	300 00	158 42	"
Fairhaven, . . .	71 88	—	4,000 00	—	5,000 00	300 00	—	—	—	—	—	15	125 00	140 22	"
Fall River, . . .	77 18	—	24,840 43	—	—	—	—	—	—	—	—	120	1,612 00	1,019 42	Town Treas.
Freetown, . . .	21 51	25 00	1,200 00	25 00	—	—	—	—	—	—	—	20	25 00	85 86	Schools.
Mansfield, . . .	42 00	—	1,547 00	—	1,000 00	50 00	—	—	—	—	—	1	—	108 73	"
New Bedford, . . .	102 99	—	36,037 67	—	—	—	—	—	78	\$6,000 00	—	362	5,931 00	861 00	"
Norton, . . .	42 40	—	1,500 00	—	—	—	—	—	106	4,362 00	—	—	—	92 50	"
Raynham, . . .	—	—	1,300 00	—	—	—	—	—	—	—	—	—	—	83 15	"
Rehoboth, . . .	28 00	200 00	1,000 00	200 00	3,299 00	197 94	\$336 20	—	—	—	—	40	120 00	95 20	"
Seekonk, . . .	—	6 40	555 34	6 40	3,181 00	190 86	264 00	—	—	—	—	38	34 50	31 98	"
Somerset, . . .	18 25	—	1,500 00	—	—	—	—	—	—	—	—	4	150 00	91 76	"
Swansey, . . .	22 28	—	1,890 47	—	—	—	—	—	—	—	—	100	—	57 07	"
Taunton, . . .	39 51	150 00	1,740 00	150 00	7,600 00	663 00	—	—	26	600 00	—	166	2,000 00	848 21	Schools & Appar.
Westport, . . .	58 80	500 00	2,100 00	500 00	—	—	—	—	—	—	—	9	—	159 16	Tuition.
Totals, . . .	\$49 31	\$1,662 40	\$109,670 91	\$1,662 40	\$31,880 00	\$2,109 80	\$600 20	—	4	\$10,962 00	—	56	\$12,747 50	\$4,518 77	

PLYMOUTH COUNTY.

TO N.	Population - State Census, 1865.	Valuation - 1865.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1864.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.			
				In Winter.		In Sum'r.					SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.	
				In Sum'r.	In Winter.	Males.	Females.				Males.	Females.						
Abington, . .	8,576	\$3,059,801 00	33	1,999	1,642	1,582	1,264	104	100	2,020	4	31	4	29	188.10	79.15	268.05	
Bridgewater, .	4,196	1,992,756 00	16	703	686	504	495	24	56	735	2	15	5	11	72	50.02	122.02	
Carver, . . .	1,059	459,583 00	7	143	174	124	145	10	47	177	-	7	2	5	20.04	17.01	37.05	
Duxbury, . .	2,377	1,006,782 00	15	474	490	397	417	24	43	499	1	11	3	10	45	41	86	
E. Bridgewater,	2,977	1,136,937 00	14	683	600	501	464	45	83	679	4	12	5	9	61.18	32	93.18	
Halifax, . . .	739	354,039 00	5	135	137	101	102	15	19	126	-	5	2	3	17.10	16.12	34.02	
Hanover, . . .	1,545	747,591 00	8	272	281	232	224	15	14	306	-	8	-	8	38	23	61	
Hanson, . . .	1,195	458,168 00	9	243	240	189	195	15	21	250	-	9	1	8	30.10	25.17	56.07	
Hingham, . .	4,176	2,391,437 00	13	632	646	480	489	1	25	692	3	10	4	9	71.10	71.10	143	
Hull,	260	150,864 00	1	36	43	25	40	2	7	52	-	1	-	1	4	4	8	
Kingston, . .	1,626	1,334,298 00	8	298	318	259	273	6	44	319	2	7	6	3	41.15	23.08	65.03	
Lakeville, . .	1,110	571,124 00	10	162	144	119	154	16	17	184	-	10	2	7	25.04	19.06	44.10	
Marion, . . .	960	459,009 00	6	210	235	181	200	4	57	196	1	5	1	5	24.15	24.15	49.10	
Marshfield, .	1,810	853,777 00	10	389	384	303	282	13	46	386	-	12	1	8	38.17	35.07	74.04	
Mattapoisett, .	1,451	540,118 00	9	171	218	149	185	5	60	275	-	5	3	4	21	26.05	47.05	
Middleborough,	4,525	2,132,878 00	26	927	964	734	777	46	140	955	1	25	13	11	86.01	87.19	174	
N. Bridgewater,	6,335	2,209,339 00	25	1,383	1,204	1,029	1,017	32	128	1,406	3	24	2	25	69.10	89.02	158.12	
Pembroke, . .	1,488	575,993 00	8	264	73	209	207	18	31	282	-	8	2	6	35	38.05	73.05	
Plymouth, . .	6,075	3,145,119 00	33	1,213	1,313	1,058	942	21	151	1,263	4	29	4	29	134	147.05	281.05	
Plympton, . .	924	304,305 00	6	176	202	138	163	10	22	230	-	6	-	6	24.05	19.14	43.19	
Rochester, . .	1,156	547,181 00	11	218	261	174	200	16	61	222	-	11	1	11	30.15	32.15	63.10	
Scituate, . . .	2,269	852,105 00	11	386	392	317	327	15	26	405	1	10	2	10	44.15	44.15	89.10	

South Scituate,	1,578	\$840,924 00	9	317	295	239	233	12	24	348	-	10	3	7	45.04	27.18	73.02
Wareham, . .	2,842	882,580 00	13	603	614	439	486	35	58	594	1	12	5	8	41	42.10	83.10
W. Bridgewater,	1,825	945,350 00	10	442	494	330	385	25	64	400	2	8	3	6	32.05	28.10	60.15
Totals, . .	63,074	\$27,932,058 00	316	12,481	12,250	9,813	9,666	529	1,344	13,001	29	291	74	239	3.19	3.06	7.05

SCHOOL RETURNS.

XXV

	\$39	58	\$20	20	\$1,700	00	-	-	-	-	-	-	-	-	-	-	-	-	Schools.
South Scituate,	\$39	58	\$20	20	\$1,700	00	-	-	-	-	-	-	-	-	-	-	-	-	\$85 61
Wareham, . .	43	00	24	50	2,500	00	\$200	00	-	-	-	-	-	-	-	-	-	-	146 12
W. Bridgewater,	35	00	22	31	1,400	00	60	00	-	-	-	-	-	-	-	-	-	-	98 40
Totals, . .	\$41	74	\$20	38	\$63,139	41	\$1,624	70	\$61,218	30	\$3,420	78	-	7	328	\$6,386	00	31	\$3,198 25

BARNSTABLE COUNTY.

TOWNS.	Population - State Census, 1865.	Valuation - 1865.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1864.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.		In Winter.					SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total.
				In Sum'r.		In Winter.					Males.		Females.		Males.		Females.
Barnstable, . .	4,913	\$2,265,407 00	27	801	1,021	666	907	20	211	990	3	18	7	21	61	72	133
Brewster, . .	1,459	801,452 00	8	253	322	193	262	11	-	302	-	8	1	7	28.15	30	58.15
Chatham, . .	2,637	1,100,543 00	14	609	656	413	489	29	138	634	1	13	1	13	63.15	63.15	127.10
Dennis, . .	3,512	1,181,339 00	18	813	895	594	712	25	244	862	2	16	9	9	58.03	53.14	111.17
Eastham, . .	757	219,948 00	4	122	164	87	127	7	41	138	-	4	3	1	16.03	12.10	28.13
Falmouth, . .	2,294	1,375,661 00	18	408	456	319	358	11	100	478	-	18	4	14	64.15	51	115.15
Harwich, . .	3,540	1,025,217 00	19	703	822	482	610	36	123	815	-	19	8	10	76.15	57	133.15
Orleans, . .	1,586	558,858 00	9	340	384	262	307	10	115	327	-	9	4	5	40	31.10	71.10
Provincetown, .	3,475	1,576,145 00	11	588	683	471	573	-	100	683	3	12	3	12	55	50	105
Sandwich, . .	4,105	1,669,105 00	22	608	809	446	639	13	145	1,015	1	18	7	13	62.05	63	125.05
Truro, . .	1,448	361,717 00	10	266	353	201	291	16	91	347	-	7	6	4	26.05	27.10	53.15
Wellfleet, . .	2,298	700,165 00	15	435	582	315	467	23	150	561	-	14	8	7	54.10	45	99.10
Yarmouth, . .	2,465	1,440,641 00	9	471	497	351	384	6	99	507	2	9	3	9	40.10	40.10	81
Totals, . .	34,489	\$14,276,198 00	184	6,417	7,644	4,800	6,126	207	1,557	7,659	12	165	64	125	3.10	3.05	6.15
Marshpee, District,			2	48	41	35	44	5	6	58	-	2	2	-	4	3.10	7.10

BARNSTABLE COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1864-5.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1865, according to No. children between 5 and 15 May 1, 1864.	Town's share of School Fund received in 1864—how appropriated.
Barnstable, . . .	\$62 00	\$29 10	\$5,000 00	\$212 00								2	\$1,775 00	\$243 54	Schools, Appar. Schools.
Brewster, . . .	50 00	25 25	1,500 00	-	-	-	-	-	-	-	-	35	-	74 29	"
Chatham, . . .	72 80	19 50	3,000 00	-	-	-	-	-	-	-	-	3	80 00	155 97	"
Dennis, . . .	47 00	17 90	2,000 00	1,862 87	-	-	-	-	-	-	-	1	-	212 05	"
Eastham, . . .	39 00	18 20	700 00	40 00	-	-	-	-	-	-	-	5	-	33 95	"
Falmouth, . . .	43 50	17 84	2,000 00	151 00	\$10,000 00	\$600 00	\$321 31	\$200 00	20	\$200 00	200 00	75	20 00	117 59	"
Harwich, . . .	38 63	16 77	2,500 00	400 00	-	-	-	700 00	50	700 00	700 00	2	700 00	180 45	"
Orleans, . . .	45 00	20 00	1,800 00	-	-	-	-	-	1	-	-	2	-	80 44	"
Provincetown, . . .	51 66	15 22	4,000 00	54 00	-	-	-	-	1	-	-	40	200 00	168 02	"
Sandwich, . . .	48 37	22 00	4,000 00	-	2,500 00	125 00	-	100 00	25	100 00	75 00	50	75 00	249 69	"
Truro, . . .	46 00	16 00	1,500 00	-	-	-	-	-	1	-	-	1	-	85 36	"
Wellfleet, . . .	48 00	18 00	2,250 00	-	-	-	106 50	-	1	-	-	1	-	138 01	"
Yarmouth, . . .	66 00	30 00	2,700 00	-	16,000 00	960 00	-	-	1	-	-	1	-	124 72	"
Totals, . . .	\$50 61	\$20 44	\$32,950 00	\$2,719 87	\$28,500 00	\$1,685 00	\$427 81	\$1,000 00	3	95	\$1,000 00	17	\$2,850 00	\$1,864 08	
Marshpee, Dist.,	\$39 50	\$26 00	\$125 00	-	-	-	-	-	-	-	-	-	-	-	Schools.

DUKES COUNTY.

TOWNS.	Population — State Census, 1865.	Valuation — 1865.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1864.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
											Males.	Females.	Males.	Females.			
Chilmark, . .	547	\$350,801 00	3	87	125	59	92	5	44	98	1	2	2	1	9	9	18
Edgartown, . .	1,846	1,035,467 00	9	348	348	283	270	6	15	384	2	11	2	10	25.10	29	54.10
Gosnold, . .	108	112,993 00	1	17	17	14	12	—	4	19	1	—	1	—	3	1.10	4.10
Tisbury, . .	1,699	684,714 00	9	364	330	289	248	18	77	410	2	9	3	8	25.04	27.08	52.12
Totals, . .	4,200	\$2,183,975 00	22	816	820	645	622	29	140	911	6	22	8	19	2.17	3.01	5.18

NANTUCKET COUNTY.

Nantucket, . . .	4,830	\$2,152,568 00	11	840	760	726	680	—	107	809	3	21	3	20	66	54	120
												6			6	4.18	10.18

DUKES COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1864-5.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Average No. Scholars in Incorporated Acad's.	Aggregate paid for Tuition in Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1865, according to No. children between 5 and 15 May 1, 1864.	Town's share of School Fund received in 1864—how appropriated.
Chilmark, . . .	\$36 66	\$17 75	\$450 00	-	-	-	-	-	-	-	-	175	\$475 00	\$24 11	Schools.
Edgartown, . . .	51 00	17 21	2,000 00	-	-	-	-	-	-	-	-	175	94 46	94 46	"
Gosnold, . . .	26 00	-	100 00	\$65 00	-	-	-	-	-	-	-	1	-	4 68	"
Tisbury, . . .	45 66	17 27	1,600 00	-	\$5,000 00	\$250 00	-	1	50	\$180 00	1	20	90 00	100 86	"
Totals, . . .	\$39 83	\$13 06	\$4,150 00	\$65 00	\$5,000 00	\$250 00	-	1	50	\$180 00	6	195	\$565 00	\$224 11	

NANTUCKET COUNTY—CONTINUED.

Nantucket, . . .	\$63 63	\$16 99	\$7,000 00	-	\$25,000 00	\$1,500 00	-	1	41	\$281 00	1	30	\$300 00	\$199 02	Schools.
------------------	---------	---------	------------	---	-------------	------------	---	---	----	----------	---	----	----------	----------	----------

RECAPITULATION.

COUNTIES.	Population—State Census, 1865.	Valuation—1865.	Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1864.	No. of Teachers, including Summer and Winter Terms.		Average length of Schools.	Average wages of Male Teachers per month, including the value of board.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.		
Suffolk, . . .	208,219	\$387,276,700 00	335	29,831	30,143	27,016	27,667	—	1,555	36,109	121	1,140	10.16	\$110 97
Essex, . . .	171,192	90,393,467 00	528	27,792	27,737	22,245	22,126	443	2,169	32,967	183	1,046	9.00	60 93
Middlesex, . .	220,618	155,324,723 00	690	44,183	44,185	32,620	33,507	628	3,523	43,595	212	1,574	9.00	72 87
Worcester, . .	162,923	80,857,766 00	763	30,585	32,489	23,751	25,933	1,223	4,085	31,929	198	1,393	6.12	48 18
Hampshire, . .	39,199	20,510,994 00	256	6,922	7,546	5,382	6,039	233	888	7,783	55	457	6.09	38 43
Hampden, . .	64,438	33,253,177 00	296	10,492	10,774	7,549	8,293	409	1,049	11,878	59	568	7.06	46 10
Franklin, . .	31,342	13,048,120 00	265	5,695	6,613	4,648	5,463	309	1,121	6,541	39	472	5.08	36 87
Berkshire, . .	56,966	27,937,444 00	308	9,703	10,198	6,791	7,457	443	808	12,237	78	522	7.00	35 41
Norfolk, . . .	116,334	95,097,794 00	441	21,204	21,521	17,103	17,361	334	1,891	23,429	130	825	9.06	72 71
Bristol, . . .	89,505	59,464,668 00	332	16,288	16,793	12,101	12,478	409	1,770	18,369	101	724	7.17	49 31
Plymouth, . .	63,074	27,932,058 00	316	12,481	12,250	9,813	9,666	529	1,344	13,001	103	530	7.05	41 74
Barnstable,* .	34,489	14,276,198 00	186	6,465	7,685	4,835	6,170	212	1,563	7,717	78	292	6.16	49 82
Dukes, . . .	4,200	2,183,975 00	22	816	820	645	622	29	140	911	14	41	5.18	39 83
Nantucket, . .	4,830	2,152,568 00	11	840	760	726	680	—	107	809	6	41	10.18	63 63
Totals, . . .	1,267,329	\$1,009,709,652 00	4,749	223,297	229,514	175,225	183,462	5,201	22,013	247,275	1,377	9,625	7.17	\$54 77

* Including Marshpee District.

RECAPITULATION—CONTINUED.

COUNTIES.	Average Wages of Female Teachers per month, including the value of board.	Amount raised by taxes for Schools, including only the wages of Teachers, board, fuel and care of fires, 1864-5.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Incorporated Academies.	Unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Academies and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund received in 1865, according to No. children between 5 and 15 May 1, 1864.
Suffolk, . . .	\$33 99	\$477,650 71	-	\$6,250 00	\$483 75	-	5	93	6,351	\$193,658 00	\$8,882 81
Essex, . . .	23 13	198,233 46	\$665 75	250,895 87	12,230 58	\$1,302 90	7	96	3,578	29,540 30	8,109 88
Middlesex, . .	25 00	357,467 74	1,041 64	134,800 66	7,892 88	120 00	7	88	1,901	44,499 00	10,689 21
Worcester, . .	22 56	167,358 68	1,258 69	61,111 33	3,742 30	758 83	4	87	2,212	9,604 26	7,832 41
Hampshire, . .	20 05	37,725 00	4,602 07	118,062 54	8,063 74	237 06	5	24	514	5,780 60	1,911 84
Hampden, . . .	20 64	65,387 00	4,243 26	100,933 10	6,173 30	216 77	4	35	817	10,916 00	2,910 97
Franklin, . . .	19 15	26,326 68	5,062 26	30,218 96	2,013 12	206 82	5	38	940	5,178 00	1,609 09
Berkshire, . .	20 35	39,124 16	7,825 11	18,217 51	981 03	776 33	4	52	1,022	23,392 50	3,010 30
Norfolk, . . .	26 92	196,315 87	622 08	173,676 03	12,729 54	678 39	2	58	1,519	27,876 00	5,763 53
Bristol, . . .	22 35	109,670 91	1,662 40	31,880 00	2,109 80	600 20	4	56	1,281	12,747 50	4,518 77
Plymouth, . .	20 38	63,139 41	1,624 70	61,218 30	3,420 78	-	7	31	674	4,158 75	3,198 25
Barnstable,* .	20 84	33,075 00	2,719 87	28,500 00	1,685 00	427 81	3	17	300	2,850 00	1,864 08
Dukes, . . .	13 06	4,150 00	65 00	5,000 00	250 00	-	1	6	195	565 00	224 11
Nantucket, . .	16 99	7,000 00	-	25,000 00	1,500 00	-	1	1	30	300 00	199 02
Totals, . . .	\$21 82	\$1,782,624 62	\$31,392 83	\$1,045,764 30	\$63,275 82	\$5,325 11	59	682	21,334	\$371,065 91	\$60,724 27

* Including Marshpee District.

RETURNS OF SCHOOLS IN STATE CHARITABLE AND REFORMATORY INSTITUTIONS.

INSTITUTIONS.	No. of Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		Persons under 5 years of age who attend School.	Persons over 15 years of age who attend School.	Persons between 5 and 15 years of age May 1, 1864.	NO. OF TEACHERS.				No. of different Teachers.		Length of Schools.	Wages per Month.	
		In Sum'r.	In Winter.	In Sum'r.	In Winter.				SUMMER.		WINTER.		Males.	Females.		Males.	Females.
State Almshouse at Bridgewater,	2	119	169	90	90	12	3	-	-	2	-	2	-	3	10½	-	\$32 00
“ at Tewksbury,	2	370	370	170	170	-	8	136	1	2	1	3	1	3	12	\$50 00	25 00
“ at Monson,	5	540	540	283	283	35	10	-	1	5	1	4	2	8	12	†32 00	13 00
Industrial School at Lancaster,	5	170	181	140	142	-	-	90	-	5	-	5	-	6	12	-	†18 75
State Nautical School,	1	242	245	153	162	-	-	75	1*	-	1	-	1	-	12	†100 00	-
State Reform School at Westborough,	8	411	402	315	320	-	-	40	3	5	3	5	3	5	12	†41 66½	†20 83½
Totals,	23	1,852	1,907	1,151	1,167	47	21	341	6	19	6	19	7	25			

† And board.

* With an assistant from the ranks with a salary of \$100 per year.

GRADUATED TABLES—FIRST SERIES.

The following Table shows the sums appropriated by the several cities and towns in the State, for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, when appropriated to schools is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income, being necessary to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any Fund to its Public Schools, which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds, as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided, in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel gratuitously furnished is determined by the mere estimate of individuals, and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the Table, as necessary to a complete statement of the provision made by the towns for the education of their children.

The table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1864-5, also, its rank in a similar scale for 1863-4. It presents the sum appropriated to each child between 5 and 15. Brookline continues to be first on the list.

GRADUATED TABLES—FIRST SERIES.

*Table, showing the comparative amount of Money appropriated by the different Towns in the State, for the education of each Child in the Town, between the ages of 5 and 15 years.**

For 1863-4.	For 1864-5.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BROOKLINE, .	\$20 38.4	\$16,776 21	—	—	823	—
2	2	Nahant, . .	18 60	1,358 00	—	—	73	—
4	3	Dorchester, .	15 41.9	30,900 00	—	—	2,004	—
5	4	Boston, . . .	13 60.5	446,970 71	—	—	32854	—
3	5	Belmont, . .	13 33.3	3,000 00	—	—	225	—
8	6	North Chelsea,	13 02.3	1,680 00	—	—	129	—
7	7	Brighton, . .	12 72.4	9,263 09	—	—	728	—
12	8	Somerville, .	12 00.6	22,500 00	—	—	1,874	—
9	9	Newton, . . .	11 25.8	21,480 48	—	—	1,908	—
6	10	West Roxbury,	11 18.1	14,490 44	—	—	1,296	—
17	11	Lexington, . .	10 88.1	4,200 00	—	—	386	\$100 00
10	12	Milton, . . .	10 84.8	5,500 00	—	—	507	60 00
18	13	New Bedford, .	10 29.6	36,037 67	—	—	3,500	—
14	14	Lowell, . . .	10 14.4	50,000 00	—	—	4,929	—
25	15	W. Cambridge,	9 99.7	5,508 34	—	—	551	—
16	16	Dedham, . . .	9 61.2	12,380 00	—	—	1,288	325 00
20	17	Cambridge, . .	9 37	59,267 95	—	—	6,325	150 00
15	18	Chelsea, . . .	9 35.2	28,000 00	—	—	2,994	—
21	19	Concord, . . .	9 35.1	3,600 00	—	—	385	—
13	20	Charlestown, .	9 24.4	53,596 79	—	—	5,798	—
19	21	Roxbury, . . .	9 23.7	55,447 20	—	—	6,003	—
153	22	Medfield, . . .	9 17.4	1,000 00	—	—	109	—
22	23	Winchester, .	8 95	3,750 00	—	—	419	—
23	24	Worcester, . .	8 82.5	43,500 00	—	—	4,929	—
37	25	Watertown, . .	8 78.7	6,775 00	—	—	771	—
11	26	Nantucket, . .	8 65.3	7,000 00	—	—	809	—
24	27	Medford, . . .	8 51.9	9,873 68	—	—	1,159	—
101	28	Swansey, . . .	8 14.8	1,890 47	—	—	232	—
30	29	Plymouth, . . .	7 91.8	10,000 00	—	—	1,263	—
31	30	Weston, . . .	7 90.6	1,850 00	—	—	234	—
42	31	Clinton, . . .	7 88.3	5,068 52	—	—	643	—
50	32	Swampscott, .	7 78.4	2,600 00	—	—	334	—
33	33	Waltham, . . .	7 75.2	9,170 41	—	—	1,183	—

* Compare the rank of towns in this Table with their rank in the next or Second Series of Tables showing the percentage of taxable property appropriated for Schools.

SCHOOL RETURNS.

xlv

For 1863-4.	For 1864-5.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
52	34	Melrose, . .	\$7 73.1	\$4,600 00	-	-	595	-
32	35	Malden, . .	7 62.8	11,000 00	-	-	1,442	-
36	36	Lincoln, . .	7 57.6	1,000 00	-	-	132	-
60	37	Winthrop, . .	7 57.6	1,000 00	-	-	132	-
53	38	Burlington, . .	7 47.7	800 00	-	-	107	-
55	39	Springfield, . .	7 36	27,200 00	\$96 46	27,296 46	3,709	-
35	40	South Danvers, . .	7 35.7	10,266 00	335 00	10,601 00	1,441	-
118	41	Stoneham, . .	7 34.1	3,700 00	-	-	504	-
38	42	Lawrence, . .	7 32.5	25,601 59	-	-	3,495	-
27	43	Framingham, . .	7 31.4	6,100 00	-	-	834	\$80 00
99	44	New Braintree, . .	7 29.9	1,000 00	-	-	137	-
43	45	Quincy, . . .	7 24.2	11,000 00	-	-	1,519	-
61	46	Lynn, . . .	7 15.4	30,617 52	-	-	4,280	-
34	47	Greenwich, . .	7 07.9	800 00	-	-	113	-
54	48	Amherst, . . .	7 07.5	4,500 00	-	-	636	-
68	49	Hingham, . . .	7 02.3	4,859 93	-	-	692	-
28	50	Fairhaven, . .	7 01.8	4,000 00	-	-	570	-
26	51	Chicopee, . . .	6 99.1	8,690 00	-	-	1,243	-
29	52	Walpole, . . .	6 97.4	2,400 00	75 90	2,475 90	355	-
46	53	Greenfield, . .	6 92.9	4,455 23	-	-	643	176 00
51	54	Salem, . . .	6 85.6	26,191 47	-	-	3,820	-
110	55	Barre, . . .	6 81.8	3,300 00	-	-	484	-
131	56	Reading, . . .	6 79.6	3,500 00	-	-	515	-
102	57	Ashby, . . .	6 79.3	1,250 00	-	-	184	52 00
105	58	Newburyport, . .	6 73.8	17,902 54	-	-	2,657	-
59	59	Sherborn, . . .	6 57.3	1,400 00	-	-	213	35 00
71	60	Needham, . . .	6 52.2	3,358 82	-	-	515	-
44	61	South Reading, . .	6 51.5	4,000 00	-	-	614	-
48	62	Littleton, . . .	6 34.1	1,300 00	-	-	205	-
40	63	Longmeadow, . .	6 33.9	1,775 00	-	-	280	63 00
47	64	Seekonk, . . .	6 30.3	555 34	264 00	819 34	130	6 40
84	65	Kingston, . . .	6 27	2,000 00	-	-	319	-
45	66	Bedford, . . .	6 25	1,100 00	-	-	176	-
41	67	Tyngsborough, . .	6 15.4	800 00	-	-	130	-
39	68	Southborough, . .	6 12	2,111 44	-	-	345	260 00
88	69	Cohasset, . . .	6 04.8	2,280 00	-	-	377	44 33
66	70	Beverly, . . .	6 04.5	7,000 00	-	-	1,158	-
164	71	Sunderland, . .	6 01.1	1,100 00	-	-	183	-
144	72	Holliston, . . .	6 01	3,600 00	-	-	599	-
79	73	Fall River, . .	5 99.4	24,840 43	-	-	4,144	-
76	74	Gloucester, . .	5 99.1	14,150 00	-	-	2,362	-
64	75	Shirley, . . .	5 96.4	1,300 00	-	-	218	15 00
261	76	Fitchburg, . . .	5 94.5	9,000 00	-	-	1,514	-
227	77	Lunenburg, . .	5 91.1	1,200 00	-	-	203	-
161	78	Lancaster, . . .	5 90	2,000 00	-	-	339	-
58	79	Haverhill, . . .	5 88.1	10,000 00	521 18	10,521 18	1,789	-
87	80	Provincetown, . .	5 85.7	4,000 00	-	-	683	54 00
154	81	Wrentham, . . .	5 77.2	3,000 00	341 86	3,341 86	579	56 00
109	82	Boxborough, . .	5 74.7	500 00	-	-	87	-

For 1863-4.	For 1864-5.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
111	83	Woburn, . . .	\$5 69.4	\$8,000 00	-	-	1,405	-
49	84	Granby, . . .	5 68.2	1,000 00	-	-	176	-
69	85	Harvard, . . .	5 68.2	1,500 00	-	-	264	\$60 00
136	86	Leicester, . . .	5 68.2	3,000 00	-	-	528	-
78	87	Weymouth, . . .	5 68.2	9,700 00	-	-	1,707	40 00
143	88	Wayland, . . .	5 66.4	1,382 00	-	-	244	38 00
142	89	Saugus, . . .	5 64.3	2,500 00	-	-	443	-
103	90	Foxborough, . . .	5 63.9	3,000 00	-	-	532	-
91	91	Leominster, . . .	5 58.5	3,730 72	-	-	668	-
80	92	Hatfield, . . .	5 57.6	1,500 00	-	-	269	50 00
67	93	Dighton, . . .	5 57.3	1,800 00	-	-	323	40 00
81	94	Danvers, . . .	5 56.6	5,900 00	\$300 00	\$6,200 00	1,114	-
204	95	Halifax, . . .	5 55.6	700 00	-	-	126	-
62	96	South Hadley, . . .	5 50.6	2,500 00	-	-	454	130 00
93	97	Orleans, . . .	5 50.5	1,800 00	-	-	327	-
169	98	Millbury, . . .	5 48.7	4,000 00	-	-	729	-
56	99	Holyoke, . . .	5 46.9	6,000 00	-	-	1,097	-
193	100	Berkley, . . .	5 43.5	1,000 00	-	-	184	30 00
65	101	Lakesville, . . .	5 43.5	1,000 00	-	-	184	-
113	102	Georgetown, . . .	5 42.6	2,100 00	-	-	387	121 00
194	103	Ipswich, . . .	5 42	3,100 00	-	-	572	-
123	104	Rochester, . . .	5 40.5	1,200 00	-	-	222	100 00
188	105	Acushnet, . . .	5 37.6	1,500 00	-	-	279	28 00
94	106	Hadley, . . .	5 36.2	2,000 00	-	-	373	-
149	107	Marion, . . .	5 35.7	1,050 00	-	-	196	-
114	108	Northampton, . . .	5 34.2	8,200 00	-	-	1,535	-
90	109	Yarmouth, . . .	5 32.5	2,700 00	-	-	507	-
224	110	Pembroke, . . .	5 31.9	1,500 00	-	-	282	-
234	111	Bellingham, . . .	5 29.4	1,400 00	140 63	1,540 63	291	6 00
108	112	Barnstable, . . .	5 29	5,000 00	236 67	5,236 67	990	212 00
75	113	Hull, . . .	5 28.8	275 00	-	-	52	-
-	114	Gosnold, . . .	5 26.3	100 00	-	-	19	65 00
157	115	Hubbardston, . . .	5 26.3	1,600 00	-	-	304	-
195	116	Dalton, . . .	5 24	1,200 00	-	-	229	125 75
97	117	Sterling, . . .	5 23.1	1,700 00	-	-	325	-
83	118	No. Andover, . . .	5 21.5	2,300 00	-	-	441	20 00
120	119	Dunstable, . . .	5 20.8	500 00	-	-	96	-
89	120	Edgartown, . . .	5 20.8	2,000 00	-	-	384	-
115	121	Goshen, . . .	5 20.8	375 00	-	-	72	160 00
151	122	Billerica, . . .	5 18.7	1,800 00	-	-	347	20 00
146	123	Tewksbury, . . .	5 17.2	1,200 00	-	-	232	66 50
152	124	Dover, . . .	5 14.7	700 00	-	-	136	-
73	125	Upton, . . .	5 14.1	1,825 00	-	-	355	75 00
238	126	Otis, . . .	5 13.2	800 00	36 46	836 46	163	300 00
127	127	Westfield, . . .	5 12.6	5,500 00	-	-	1,073	125 00
106	128	Ashland, . . .	5 12	1,700 00	-	-	332	-
129	129	Monterey, . . .	5 10.2	600 00	99 00	699 00	137	350 00
251	130	Webster, . . .	5 09.8	2,850 00	-	-	559	-
246	131	Wales, . . .	5 08.5	600 00	-	-	118	154 56

SCHOOL RETURNS.

xlvii

For 1863-4.	For 1864-5.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
92	132	Essex, . . .	\$5 07.9	\$1,600 00	-	-	315	-
257	133	Natick, . . .	5 07.3	4,500 00	-	-	887	\$45 00
85	134	Eastham, . . .	5 07.2	700 00	-	-	138	40 00
243	135	Whately, . . .	5 05.6	1,001 00	-	-	198	112 00
72	136	Sudbury, . . .	5 05.2	1,450 00	-	-	287	-
77	137	Taunton, . . .	5 04.6	17,400 00	-	-	3,448	150 00
329	138	Hardwick, . . .	5 01.7	1,500 00	-	-	299	114 00
98	139	Dracut, . . .	5 00	1,600 00	-	-	320	140 00
147	140	Lynnfield, . . .	5 00	800 00	-	-	160	-
63	141	Ware, . . .	4 99.3	3,700 00	-	-	741	28 00
216	142	Westborough, . . .	4 98.1	2,600 00	-	-	522	20 00
112	143	Brewster, . . .	4 96.7	1,500 00	-	-	302	-
125	144	Templeton, . . .	4 96.7	2,250 00	-	-	453	-
155	145	New Salem, . . .	4 95.1	1,000 00	-	-	202	30 00
86	146	Uxbridge, . . .	4 95.1	2,800 00	\$220 00	3,020 00	610	16 00
82	147	Methuen, . . .	4 94.1	2,500 00	-	-	506	137 50
104	148	Dartmouth, . . .	4 93	3,500 00	-	-	710	83 00
160	149	Franklin, . . .	4 91.1	2,205 20	-	-	449	-
122	150	Groton, . . .	4 88.7	3,250 00	-	-	665	-
138	151	South Scituate, . . .	4 88.5	1,700 00	-	-	348	-
100	152	Sharon, . . .	4 86.6	1,228 00	120 00	1,348 00	277	-
208	153	Auburn, . . .	4 86.5	900 00	-	-	185	15 00
124	154	Boxford, . . .	4 86.2	900 00	57 72	957 72	197	-
196	155	Hamilton, . . .	4 86.1	700 00	-	-	144	-
121	156	Falmouth, . . .	4 85.6	2,000 00	321 31	2,321 31	478	151 00
197	157	Bolton, . . .	4 85.4	1,500 00	-	-	309	-
189	158	Charlton, . . .	4 85.2	1,800 00	-	-	371	-
134	159	Bradford, . . .	4 83.9	1,500 00	-	-	310	22 50
74	160	Grafton, . . .	4 82.8	4,200 00	-	-	870	-
262	161	Bridgewater, . . .	4 76.2	3,500 00	-	-	735	105 00
107	162	Brookfield, . . .	4 76.2	2,000 00	-	-	420	-
57	163	Carlisle, . . .	4 76.2	600 00	-	-	126	35 00
145	164	Rutland, . . .	4 76.2	1,000 00	-	-	210	-
156	165	Braintree, . . .	4 73.6	3,950 00	-	-	834	40 00
179	166	Paxton, . . .	4 73.3	600 00	34 27	634 27	134	-
135	167	Chatham, . . .	4 73.2	3,000 00	-	-	634	-
126	168	Marblehead, . . .	4 71.7	7,000 00	-	-	1,484	-
70	169	Northborough, . . .	4 68.8	1,200 00	-	-	256	-
137	170	Plainfield, . . .	4 67.3	500 00	-	-	107	350 90
133	171	Canton, . . .	4 64.2	3,500 00	-	-	754	-
130	172	Erving, . . .	4 63.9	500 00	61 30	561 30	121	-
269	173	Manchester, . . .	4 63.8	1,600 00	-	-	345	-
119	174	Wilmington, . . .	4 62.9	750 00	-	-	162	-
270	175	Warren, . . .	4 60.7	1,700 00	-	-	369	-
215	176	Rockport, . . .	4 60.4	3,000 00	89 00	3,089 00	671	-
264	177	Agawam, . . .	4 60.1	1,500 00	-	-	326	300 00
312	178	Pepperell, . . .	4 59.5	1,700 00	-	-	370	124 00
228	179	Chilmark, . . .	4 59.2	450 00	-	-	98	-
141	180	Deerfield, . . .	4 58.2	3,120 45	-	-	681	385 50

For 1863-4.	For 1864-5.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
282	181	Mendon, . .	\$4 57.6	\$1,200 00	\$127 09	\$1,327 09	290	-
210	182	Phillipston, . .	4 57.5	700 00	-	-	153	-
186	183	Boylston, . .	4 57.3	750 00	-	-	164	\$12 00
128	184	Brimfield, . .	4 56.3	1,200 00	-	-	263	-
95	185	Prescott, . .	4 54.5	500 00	-	-	110	125 00
170	186	Ashfield, . .	4 52 5	1,000 00	-	-	221	156 00
248	187	Carver, . . .	4 52	800 00	-	-	177	350 00
173	188	Acton, . . .	4 49.7	1,700 00	-	-	378	-
318	189	Williamsburg, .	4 48.4	2,000 00	-	-	446	276 89
168	190	Worthington, .	4 47.3	600 00	146 98	746 98	167	1,023 75
158	191	Scituate, . .	4 44.4	1,800 00	-	-	405	-
139	192	Spencer, . .	4 43.9	2,850 00	-	-	642	-
314	193	N. Bridgewater, .	4 41	6,200 00	-	-	1,406	-
198	194	Marlborough, .	4 36.6	6,700 00	120 00	6,820 00	1,562	-
171	195	Cummington, .	4 33.2	800 00	-	-	187	450 00
241	196	Middleton, . .	4 32.7	900 00	-	-	208	-
201	197	Truro, . . .	4 32.3	1,500 00	-	-	347	-
255	198	Monson, . .	4 31.5	2,300 00	-	-	533	482 00
132	199	Townsend, . .	4 31.3	1,600 00	-	-	371	60 00
220	200	Chesterfield, .	4 30.1	800 00	-	-	186	417 00
176	201	Petersham, .	4 24	1,200 00	-	-	283	50 00
274	202	Abington, . .	4 23.5	8,554 48	-	-	2,020	-
333	203	Enfield, . . .	4 23.3	800 00	-	-	189	50 00
117	204	Princeton, . .	4 21.5	1,100 00	-	-	261	39 30
219	205	Milford, . .	4 21.4	10,000 00	-	-	2,373	-
207	206	Sturbridge, .	4 21.1	1,600 00	-	-	380	15 00
311	207	Sutton, . . .	4 21.1	2,000 00	-	-	475	31 00
307	208	Wareham, . .	4 20.9	2,500 00	-	-	594	200 00
116	209	Wellfleet, . .	4 20.1	2,250 00	106 50	2,356 50	561	-
148	210	Westford, . .	4 19.2	1,400 00	-	-	334	50 00
167	211	Middleborough, .	4 18.8	4,000 00	-	-	955	176 00
162	212	N. Brookfield, .	4 18.1	2,350 00	-	-	562	-
283	213	Marshfield, .	4 14.5	1,600 00	-	-	386	-
221	214	Stow, . . .	4 11.4	1,300 00	-	-	316	21 14
175	215	Montgomery, .	4 11	300 00	-	-	73	87 00
150	216	Hawley, . .	4 08.2	600 00	-	-	147	268 00
181	217	Salisbury, . .	4 08.2	3,000 00	-	-	735	-
191	218	Randolph, . .	4 07.5	5,200 00	-	-	1,276	-
301	219	Pelham, . . .	4 07	700 00	-	-	172	12 00
180	220	Andover, . .	4 06.4	3,800 00	-	-	935	-
242	221	Lee, . . .	4 04.2	3,706 66	-	-	917	-
203	222	Conway, . .	4 02.5	1,300 00	-	-	323	492 00
298	223	Somerset, . .	4 02.1	1,500 00	-	-	373	-
276	224	Tolland, . .	4 02	380 00	18 00	398 00	99	296 00
252	225	Winchendon, .	4 01.5	2,200 00	-	-	548	-
202	226	Athol, . . .	4 01.4	2,300 00	-	-	573	14 25
166	227	Duxbury, . .	4 00.8	2,000 00	-	-	499	211 70
205	228	Hanson, . .	4 00	1,000 00	-	-	250	-
233	229	Oxford, . . .	4 00	2,200 00	-	-	550	-

SCHOOL RETURNS.

xlix

For 1863-4.	For 1864-5.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
190	230	Norton, . . .	\$3 98.9	\$1,500 00	-	-	376	-
232	231	Middlefield, .	3 98.7	500 00	\$90 08	\$590 08	148	\$448 00
288	232	Southampton, .	3 98.2	900 00	-	-	226	253 00
229	233	Peru, . . .	3 94.1	335 00	-	-	85	90 00
177	234	Sandwich, . .	3 94.1	4,000 00	-	-	1,015	-
212	235	Gt. Barrington, .	3 93.7	2,500 00	-	-	635	-
140	236	Oakham, . .	3 93.3	700 00	-	-	178	22 00
218	237	Hanover, . .	3 92.2	1,200 00	-	-	306	20 00
163	238	Shrewsbury, .	3 92.2	1,200 00	-	-	306	-
96	239	Tisbury, . .	3 90.2	1,600 00	-	-	410	-
178	240	Amesbury, . .	3 90.1	3,000 00	-	-	769	150 00
231	241	Palmer, . . .	3 89.6	2,700 00	-	-	693	206 00
277	242	Stoughton, . .	3 88.6	4,500 00	-	-	1,158	-
184	243	Westminster, .	3 88.6	1,500 00	-	-	386	28 00
172	244	Warwick, . .	3 88.4	800 00	-	-	206	-
182	245	Easton, . . .	3 88.2	2,500 00	-	-	644	600 00
266	246	Douglas, . .	3 86.6	1,500 00	-	-	388	-
200	247	Hopkinton, . .	3 86.6	3,700 00	-	-	957	10 00
265	248	Ashburnham, .	3 84.6	1,700 00	-	-	442	-
236	249	Heath, . . .	3 84.6	500 00	-	-	130	347 00
209	250	Raynham, . .	3 84.6	1,300 00	-	-	338	-
279	251	Royalston, . .	3 81	1,200 00	-	-	315	-
187	252	Wilbraham, . .	3 80	1,600 00	102 31	1,702 31	448	-
185	253	Southbridge, .	3 78.9	3,300 00	-	-	871	119 14
174	254	Dana, . . .	3 76.3	700 00	41 40	741 40	197	-
214	255	Newbury, . .	3 75.9	1,075 00	-	-	286	95 00
206	256	Medway, . .	3 75	2,400 00	-	-	640	50 75
192	257	Chelmsford, .	3 71.7	2,000 00	-	-	538	-
199	258	Northbridge, .	3 71	2,200 00	-	-	593	26 00
237	259	West Newbury, .	3 70.5	1,752 51	-	-	473	60 00
217	260	E. Bridgewater, .	3 68.2	2,500 00	-	-	679	200 00
291	261	Sheffield, . .	3 66.9	2,000 00	113 34	2,113 34	576	806 50
289	262	Lenox, . . .	3 66.7	1,100 00	-	-	300	134 00
249	263	Topsfield, . .	3 66.4	850 00	-	-	232	-
286	264	Blackstone, .	3 66.2	4,000 00	288 00	4,288 00	1,171	300 00
239	265	Belchertown, .	3 64.3	2,000 00	-	-	549	338 37
211	266	Mattapoissett, .	3 63.6	1,000 00	-	-	275	57 00
293	267	Rowe, . . .	3 62.3	500 00	-	-	138	160 00
223	268	Westhampton, .	3 62.3	500 00	-	-	138	462 16
295	269	North Reading, .	3 60.2	850 00	-	-	236	-
235	270	Wendell, . .	3 59.7	500 00	-	-	139	46 00
244	271	Ludlow, . .	3 58.4	1,000 00	-	-	279	300 00
308	272	Alford, . . .	3 57.1	300 00	-	-	84	150 00
226	273	Orange, . . .	3 57.1	1,200 00	-	-	336	15 00
225	274	N. Marlboro', .	3 54.6	800 00	327 53	1,127 53	318	373 50
287	275	Stockbridge, .	3 54.4	1,400 00	-	-	395	-
213	276	Montague, . .	3 52.1	1,200 00	67 52	1,267 52	360	290 00
247	277	Mansfield, . .	3 50	1,547 00	-	-	442	-
240	278	W. Bridgewater, .	3 50	1,400 00	-	-	400	60 00

BOARD OF EDUCATION.

For 1863-4.	For 1864-5.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
183 279		Huntington, .	\$3 48.8	\$900 00	-	-	258	\$27 00
222 280		Attleborough, .	3 48	4,500 00	-	-	1,293	-
310 281		Plympton, . .	3 47.8	800 00	-	-	230	145 00
159 282		Tyringham, .	3 46.8	600 00	-	-	173	80 00
306 283		Shelburne, .	3 46	1,000 00	-	-	289	418 00
256 284		Rehoboth, . .	3 45.3	1,000 00	\$336 20	\$1,336 20	387	200 00
254 285		Egremont, . .	3 43.9	650 00	-	-	189	100 00
253 286		Freetown, . .	3 43.8	1,200 00	-	-	349	25 00
271 287		Chester, . . .	3 43.6	1,000 00	-	-	291	792 00
292 288		Blandford, . .	3 43.1	700 00	-	-	204	630 00
275 289		Windsor, . . .	3 42.9	600 00	-	-	175	325 00
260 290		Wenham, . . .	3 40.9	750 00	-	-	220	-
165 291		Holden, . . .	3 40.7	1,298 00	-	-	381	-
245 292		Gill,	3 40.1	500 00	-	-	147	310 00
273 293		Sandisfield, .	3 39.9	1,000 00	200 00	1,200 00	353	-
250 294		W. Brookfield,	3 38	1,200 00	-	-	355	-
294 295		Hinsdale, . .	3 35.6	1,000 00	-	-	298	350 00
230 296		Shutesbury, .	3 29.7	600 00	-	-	182	80 00
258 297		Berlin,	3 28.1	700 00	48 07	748 07	228	-
267 298		Northfield, . .	3 27.1	1,200 00	66 00	1,266 00	387	50 00
268 299		Russell,	3 26.1	450 00	-	-	138	505 50
263 300		Westport, . . .	3 24.6	2,100 00	-	-	647	500 00
278 301		Leyden,	3 21.4	450 00	-	-	140	347 00
304 302		Rowley,	3 21.4	900 00	-	-	280	59 75
300 303		Leverett, . . .	3 15.8	600 00	-	-	190	143 76
322 304		Williamstown,	3 12	1,800 00	-	-	577	475 00
284 305		Adams,	3 11.7	5,050 00	-	-	1,620	-
280 306		Easthampton, .	3 10.7	1,650 00	-	-	531	-
272 307		Groveland, . .	3 07.8	1,018 70	-	-	331	-
296 308		Gardner, . . .	3 07.4	1,700 00	-	-	553	22 00
281 309		Harwich, . . .	3 06.7	2,500 00	-	-	815	400 00
303 310		Buckland, . . .	3 06.1	1,200 00	-	-	392	34 00
323 311		Becket,	3 03	1,000 00	-	-	330	800 00
313 312		Washington, .	3 01.5	600 00	-	-	199	376 00
315 313		W. Springfield,	2 97.8	1,200 00	-	-	403	30 00
290 314		Lanesborough,	2 92	800 00	-	-	274	350 00
259 315		Pittsfield, . .	2 90.3	7,475 00	-	-	2,575	-
285 316		Dudley,	2 83.7	1,200 00	-	-	423	-
309 317		Florida,	2 83.7	400 00	-	-	141	275 00
326 318		Monroe,	2 80	100 00	12 00	112 00	40	100 00
305 319		Coleraine, . . .	2 77.8	1,000 00	-	-	360	750 00
299 320		Cheshire, . . .	2 54.8	800 00	-	-	314	256 00
316 321		Granville, . . .	2 50	700 00	-	-	280	-
319 322		Holland,	2 50	250 00	-	-	100	80 20
321 323		Savoy,	2 50	507 50	-	-	203	457 00
328 324		W. Boylston, .	2 48.2	1,375 00	-	-	554	20 00
297 325		Charlemont, . .	2 46.9	600 00	-	-	243	300 00
330 326		Clarksburg, . .	2 45.1	250 00	-	-	102	175 00
302 327		New Ashford, .	2 38.1	100 00	-	-	42	110 88

SCHOOL RETURNS.

li

For 1863-4.	For 1864-5.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
320	328	Mt. Washington,	\$2 30.8	\$150 00	-	-	65	\$275 00
317	329	W. Stockbridge,	2 21.6	800 00	-	-	361	234 00
331	330	Bernardston, .	2 09.8	300 00	-	-	143	52 00
324	331	Dennis, . . .	2 08.8	2,000 00	-	-	862	1,862 87
327	332	Richmond, . .	2 03	400 00	-	-	197	466 48
325	333	Hancock, . . .	1 90.5	400 00	-	-	210	390 00
332	334	Southwick, .	1 50	342 00	-	-	228	192 00
		Marshpee Dis.,	2 15.5	125 00	-	-	58	-

GRADUATED TABLES—FIRST SERIES.

Table, showing the comparative amount of Money appropriated by the different Towns in each of the Counties of the State, for the education of each Child in the Town between the ages of 5 and 15 years.

SUFFOLK COUNTY.

For 1863-4.	For 1864-5.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BOSTON, . .	\$13 60.5	\$446,970 71	-	-	32854	-
2	2	N. Chelsea, .	13 02.3	1,680 00	-	-	129	-
3	3	Chelsea, . .	9 35.2	28,000 00	-	-	2,994	-
4	4	Winthrop, . .	7 57.6	1,000 00	-	-	132	-

ESSEX COUNTY.

1	1	NAHANT, . .	\$18 60	\$1,358 00	-	-	73	-
4	2	Swampscott, .	7 78.4	2,600 00	-	-	334	-
2	3	South Danvers,	7 35.7	10,266 00	\$335 00	10,601 00	1,441	-
3	4	Lawrence, . .	7 32.5	25,601 59	-	-	3,495	-
7	5	Lynn, . . .	7 15.4	30,617 52	-	-	4,280	-
5	6	Salem, . . .	6 85.6	26,191 47	-	-	3,820	-
14	7	Newburyport, .	6 73.8	17,902 54	-	-	2,657	-
8	8	Beverly, . .	6 04.5	7,000 00	-	-	1,158	-
9	9	Gloucester, .	5 99.1	14,150 00	-	-	2,362	-
6	10	Haverhill, . .	5 88.1	10,000 00	521 18	10,521 18	1,789	-
19	11	Saugus, . . .	5 64.3	2,500 06	-	-	443	-
10	12	Danvers, . .	5 56.6	5,900 00	300 00	6,200 00	1,114	-
15	13	Georgetown, .	5 42.6	2,100 00	-	-	387	\$121 00
24	14	Ipswich, . . .	5 42	3,100 00	-	-	572	-
12	15	North Andover,	5 21.5	2,300 00	-	-	441	20 00
13	16	Essex, . . .	5 07.9	1,600 00	-	-	315	-
20	17	Lynnfield, . .	5 00	800 00	-	-	160	-
11	18	Methuen, . .	4 94.1	2,500 00	-	-	506	137 50
16	19	Boxford, . .	4 86.2	900 00	57 72	957 72	197	-
25	20	Hamilton, . .	4 86.1	700 00	-	-	144	-
18	21	Bradford, . .	4 83.9	1,500 00	-	-	310	22 50
17	22	Marblehead, .	4 71.7	7,000 00	-	-	1,484	-
32	23	Manchester, .	4 63.8	1,600 00	-	-	345	-

ESSEX COUNTY—CONTINUED.

For 1863-4.	For 1864-5.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
27	24	Rockport, . .	\$4 60.4	\$3,000 00	\$89 00	\$3,089 00	671	-
29	25	Middleton, . .	4 32.7	900 00	-	-	208	-
23	26	Salisbury, . .	4 08.2	3,000 00	-	-	735	-
22	27	Andover, . .	4 06.4	3,800 00	-	-	935	-
21	28	Amesbury, . .	3 90.1	3,000 00	-	-	769	\$150 00
26	29	Newbury, . .	3 75.9	1,075 00	-	-	286	95 00
28	30	West Newbury,	3 70.5	1,752 51	-	-	473	60 00
30	31	Topsfield, . .	3 66.4	850 00	-	-	232	-
31	32	Wenham, . .	3 40.9	750 00	-	-	220	-
34	33	Rowley, . .	3 21.4	900 00	-	-	280	59 75
33	34	Groveland, .	3 07.8	1,018 70	-	-	331	-

MIDDLESEX COUNTY.

1	1	BELMONT, . .	\$13 33.3	\$3,000 00	-	-	225	-
2	2	Brighton, . .	12 72.4	9,263 09	-	-	728	-
4	3	Somerville, . .	12 00.6	22,500 00	-	-	1,874	-
3	4	Newton, . .	11 25.8	21,480 48	-	-	1,908	-
7	5	Lexington, . .	10 88.1	4,200 00	-	-	386	\$100 00
6	6	Lowell, . . .	10 14.4	50,000 00	-	-	4,929	-
12	7	W. Cambridge,	9 99.7	5,508 34	-	-	551	-
8	8	Cambridge, . .	9 37	59,267 95	-	-	6,325	150 00
9	9	Concord, . .	9 35.1	3,600 00	-	-	385	-
5	10	Charlestown, .	9 24.4	53,596 79	-	-	5,798	-
10	11	Winchester, . .	8 95	3,750 00	-	-	419	-
18	12	Watertown, . .	8 78.7	6,775 00	-	-	771	-
11	13	Medford, . .	8 51.9	9,873 68	-	-	1,159	-
14	14	Weston, . .	7 90.6	1,850 00	-	-	234	-
16	15	Waltham, . .	7 75.2	9,170 41	-	-	1,183	-
23	16	Melrose, . .	7 73.1	4,600 00	-	-	595	-
15	17	Malden, . .	7 62.8	11,000 00	-	-	1,442	-
17	18	Lincoln, . .	7 57.6	1,000 00	-	-	132	-
24	19	Burlington, . .	7 47.7	800 00	-	-	107	-
34	20	Stoneham, . .	7 34.1	3,700 00	-	-	504	-
13	21	Framingham, .	7 31.4	6,100 00	-	-	834	80 00
38	22	Reading, . .	6 79.6	3,500 00	-	-	515	-
30	23	Ashby, . . .	6 79.3	1,250 00	-	-	184	52 00
26	24	Sherborn, . .	6 57.3	1,400 00	-	-	213	35 00
20	25	South Reading,	6 51.5	4,000 00	-	-	614	-
22	26	Littleton, . .	6 34.1	1,300 00	-	-	205	-
21	27	Bedford, . .	6 25	1,100 00	-	-	176	-
19	28	Tyngsborough,	6 15.4	800 00	-	-	130	-
41	29	Holliston, . .	6 01	3,600 00	-	-	599	-
27	30	Shirley, . . .	5 96.4	1,300 00	-	-	218	15 00
32	31	Boxborough, .	5 74.7	500 00	-	-	87	-

MIDDLESEX COUNTY—CONTINUED.

For 1863-4.	For 1864-5.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
33	32	Woburn, . .	\$5 69.4	\$8,000 00	-	-	1,405	-
40	33	Wayland, . .	5 66.4	1,382 00	-	-	244	\$38 00
36	34	Dunstable, . .	5 20.8	500 00	-	-	96	-
44	35	Billerica, . .	5 18.7	1,800 00	-	-	347	20 00
42	36	Tewksbury, . .	5 17.2	1,200 00	-	-	232	66 50
31	37	Ashland, . .	5 12	1,700 00	-	-	332	-
50	38	Natick, . . .	5 07.3	4,500 00	-	-	887	45 00
28	39	Sudbury, . .	5 05.2	1,450 00	-	-	287	-
29	40	Dracut, . . .	5 00	1,600 00	-	-	320	140 00
37	41	Groton, . . .	4 88.7	3,250 00	-	-	665	-
25	42	Carlisle, . .	4 76.2	600 00	-	-	126	35 00
35	43	Wilmington, .	4 62.9	750 00	-	-	162	-
52	44	Pepperell, . .	4 59.5	1,700 00	-	-	370	124 00
45	45	Acton, . . .	4 49.7	1,700 00	-	-	378	-
47	46	Marlborough, .	4 36.6	6,700 00	\$120 00	\$6,820 00	1,562	-
39	47	Townsend, . .	4 31.3	1,600 00	-	-	371	60 00
43	48	Westford, . .	4 19.2	1,400 00	-	-	334	50 00
49	49	Stow, . . .	4 11.4	1,300 00	-	-	316	21 14
48	50	Hopkinton, . .	3 86.6	3,700 00	-	-	957	10 00
46	51	Chelmsford, . .	3 71.7	2,000 00	-	-	538	-
51	52	N. Reading, . .	3 60.2	850 00	-	-	236	-

WORCESTER COUNTY.

1	1	WORCESTER, .	\$8 82.5	\$43,500 00	-	-	4,929	-
3	2	Clinton, . .	7 88.3	5,068 52	-	-	643	-
11	3	New Braintree, .	7 29.9	1,000 00	-	-	137	-
13	4	Barre, . . .	6 81.8	3,300 00	-	-	484	-
2	5	Southborough, .	6 12	2,111 44	-	-	345	\$260 00
47	6	Fitchburg, . .	5 94.5	9,000 00	-	-	1,514	-
41	7	Lunenburg, . .	5 91.1	1,200 00	-	-	203	-
21	8	Lancaster, . .	5 90	2,000 00	-	-	339	-
4	9	Harvard, . . .	5 68.2	1,500 00	-	-	264	60 00
16	10	Leicester, . .	5 68.2	3,000 00	-	-	528	-
9	11	Leominster, . .	5 58.5	3,730 72	-	-	668	-
25	12	Millbury, . .	5 48.7	4,000 00	-	-	729	-
20	13	Hubbardston, .	5 26.3	1,600 00	-	-	304	-
10	14	Sterling, . . .	5 23.1	1,700 00	-	-	325	-
6	15	Upton, . . .	5 14.1	1,825 00	-	-	355	75 00
44	16	Webster, . . .	5 09.8	2,850 00	-	-	559	-
58	17	Hardwick, . .	5 01.7	1,500 00	-	-	299	114 00
39	18	Westborough, .	4 98.1	2,600 00	-	-	522	20 00
15	19	Templeton, . .	4 96.7	2,250 00	-	-	453	-
8	20	Uxbridge, . . .	4 95.1	2,800 00	\$220 00	\$3,020 00	610	16 00
37	21	Auburn, . . .	4 86.5	900 00	-	-	185	15 00

SCHOOL RETURNS.

lv

WORCESTER COUNTY—CONTINUED.

For 1863-4.	For 1864-5.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
33	22	Bolton, . . .	\$4 85.4	\$1,500 00	-	-	309	-
32	23	Charlton, . . .	4 85.2	1,800 00	-	-	371	-
7	24	Grafton, . . .	4 82.8	4,200 00	-	-	870	-
12	25	Brookfield, . . .	4 76.2	2,000 00	-	-	420	-
19	26	Rutland, . . .	4 76.2	1,000 00	-	-	210	-
28	27	Paxton, . . .	4 73.3	600 00	\$34 27	\$634 27	134	-
5	28	Northborough, . . .	4 68.8	1,200 00	-	-	256	-
50	29	Warren, . . .	4 60.7	1,700 00	-	-	369	-
52	30	Mendon, . . .	4 57.6	1,200 00	127 09	1,327 09	290	-
38	31	Phillipston, . . .	4 57.5	700 00	-	-	153	-
31	32	Boylston, . . .	4 57.3	750 00	-	-	164	\$12 00
17	33	Spencer, . . .	4 43.9	2,850 00	-	-	642	-
27	34	Petersham, . . .	4 24	1,200 00	-	-	283	50 00
14	35	Princeton, . . .	4 21.5	1,100 00	-	-	261	39 30
40	36	Milford, . . .	4 21.4	10,000 00	-	-	2,373	-
36	37	Sturbridge, . . .	4 21.1	1,600 00	-	-	380	15 00
56	38	Sutton, . . .	4 21.1	2,000 00	-	-	475	31 00
22	39	N. Brookfield, . . .	4 18.1	2,350 00	-	-	562	-
45	40	Winchendon, . . .	4 01.5	2,200 00	-	-	548	-
35	41	Athol, . . .	4 01.4	2,300 00	-	-	573	14 25
42	42	Oxford, . . .	4 00	2,200 00	-	-	550	-
18	43	Oakham, . . .	3 93.3	700 00	-	-	178	22 00
23	44	Shrewsbury, . . .	3 92.2	1,200 00	-	-	306	-
29	45	Westminster, . . .	3 88.6	1,500 00	-	-	386	28 00
49	46	Douglas, . . .	3 86.6	1,500 00	-	-	388	-
48	47	Ashburnham, . . .	3 84.6	1,700 00	-	-	442	-
51	48	Royalston, . . .	3 81	1,200 00	-	-	315	-
30	49	Southbridge, . . .	3 78.9	3,300 00	-	-	871	119 14
26	50	Dana, . . .	3 76.3	700 00	\$41 40	\$741 40	197	-
34	51	Northbridge, . . .	3 71	2,200 00	-	-	593	26 00
54	52	Blackstone, . . .	3 66.2	4,000 00	288 00	4,288 00	1,171	300 00
24	53	Holden, . . .	3 40.7	1,298 00	-	-	381	-
43	54	W. Brookfield, . . .	3 38	1,200 00	-	-	355	-
46	55	Berlin, . . .	3 28.1	700 00	48 07	748 07	228	-
55	56	Gardner, . . .	3 07.4	1,700 00	-	-	553	22 00
53	57	Dudley, . . .	2 83.7	1,200 00	-	-	423	-
57	58	W. Boylston, . . .	2 48.2	1,375 00	-	-	554	20 00

HAMPSHIRE COUNTY.

1	1	GREENWICH, . . .	\$7 07.9	\$800 00	-	-	113	-
3	2	Amherst, . . .	7 07.5	4,500 00	-	-	636	-
2	3	Granby, . . .	5 68.2	1,000 00	-	-	176	-
6	4	Hatfield, . . .	5 57.6	1,500 00	-	-	269	\$50 00

HAMPSHIRE COUNTY—CONTINUED.

For 1863-4.	For 1864-5.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
4	5	South Hadley,	\$5 50.6	\$2,500 00	-	-	454	\$130 00
7	6	Hadley, . .	5 36.2	2,000 00	-	-	373	-
9	7	Northampton, .	5 34.2	8,200 00	-	-	1,535	-
10	8	Goshen, . .	5 20.8	375 00	-	-	72	160 00
5	9	Ware, . . .	4 99.3	3,700 00	-	-	741	28 00
11	10	Plainfield, . .	4 67.3	500 00	-	-	107	350 90
8	11	Prescott, . .	4 54.5	500 00	-	-	110	125 00
22	12	Williamsburg, .	4 48.4	2,000 00	-	-	446	276 89
12	13	Worthington, .	4 47.3	600 00	\$146 98	\$746 98	167	1,023 75
13	14	Cummington, .	4 33.2	800 00	-	-	187	450 00
15	15	Chesterfield, .	4 30.1	800 00	-	-	186	417 00
23	16	Enfield, . . .	4 23.3	800 00	-	-	189	50 00
21	17	Pelham, . . .	4 07	700 00	-	-	172	12 00
17	18	Middlefield, .	3 98.7	500 00	90 08	590 08	148	448 00
20	19	Southampton, .	3 98.2	900 00	-	-	226	253 00
18	20	Belchertown, .	3 64.3	2,000 00	-	-	549	338 37
16	21	Westhampton, .	3 62.3	500 00	-	-	138	462 16
14	22	Huntington, .	3 48.8	900 00	-	-	258	27 00
19	23	Easthampton, .	3 10.7	1,650 00	-	-	531	-

HAMPDEN COUNTY.

3	1	SPRINGFIELD,	\$7 36	\$27,200 00	\$96 46	27,296 46	3,709	-
1	2	Chicopee, . .	6 99.1	8,690 00	-	-	1,243	-
2	3	Longmeadow, .	6 33.9	1,775 00	-	-	280	\$63 00
4	4	Holyoke, . .	5 46.9	6,000 00	-	-	1,097	-
5	5	Westfield, . .	5 12.6	5,500 00	-	-	1,073	125 00
11	6	Wales, . . .	5 08.5	600 00	-	-	118	154 56
13	7	Agawam, . . .	4 60.1	1,500 00	-	-	326	300 00
6	8	Brimfield, . .	4 56.3	1,200 00	-	-	263	-
12	9	Monson, . . .	4 31.5	2,300 00	-	-	533	482 00
7	10	Montgomery, .	4 11	300 00	-	-	73	87 00
16	11	Tolland, . . .	4 02	380 00	18 00	398 00	99	296 00
9	12	Palmer, . . .	3 89.6	2,700 00	-	-	693	206 00
8	13	Wilbraham, .	3 80	1,600 00	102 31	1,702 31	448	-
10	14	Ludlow, . . .	3 58.4	1,000 00	-	-	279	300 00
15	15	Chester, . . .	3 43.6	1,000 00	-	-	291	792 00
17	16	Blandford, . .	3 43.1	700 00	-	-	204	630 00
14	17	Russell, . . .	3 26.1	450 00	-	-	138	505 50
18	18	W. Springfield,	2 97.8	1,200 00	-	-	403	30 00
19	19	Granville, . .	2 50	700 00	-	-	280	-
20	20	Holland, . . .	2 50	250 00	-	-	100	80 20
21	21	Southwick, .	1 50	342 00	-	-	228	192 00

SCHOOL RETURNS.

lvii

FRANKLIN COUNTY.

For 1863-4.	For 1864-5.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	GREENFIELD,	\$6 92.9	\$4,455 23	-	-	643	\$176 00
6	2	Sunderland, .	6 01.1	1,100 00	-	-	183	-
15	3	Whately, . .	5 05.6	1,001 00	-	-	198	112 00
5	4	New Salem, .	4 95.1	1,000 00	-	-	202	30 00
2	5	Erving, . . .	4 63.9	500 00	\$61 30	\$561 30	121	-
3	6	Deerfield, . .	4 58.2	3,120 45	-	-	681	385 50
7	7	Ashfield, . .	4 52.5	1,000 00	-	-	221	156 00
4	8	Hawley, . . .	4 08.2	600 00	-	-	147	268 00
9	9	Conway, . . .	4 02.5	1,300 00	-	-	323	492 00
8	10	Warwick, . . .	3 88.4	800 00	-	-	206	-
14	11	Heath,	3 84.6	500 00	-	-	130	347 00
19	12	Rowe,	3 62.3	500 00	-	-	138	160 00
13	13	Wendell, . . .	3 59.7	500 00	-	-	139	46 00
11	14	Orange,	3 57.1	1,200 00	-	-	336	15 00
10	15	Montague, . .	3 52.1	1,200 00	67 52	1,267 52	360	290 00
24	16	Shelburne, . .	3 46	1,000 00	-	-	289	418 00
16	17	Gill,	3 40.1	500 00	-	-	147	310 00
12	18	Shutesbury, .	3 29.7	600 00	-	-	182	80 00
17	19	Northfield, . .	3 27.1	1,200 00	66 00	1,266 00	387	50 00
18	20	Leyden,	3 21.4	450 00	-	-	140	347 00
21	21	Leverett, . . .	3 15.8	600 00	-	-	190	143 76
22	22	Buckland, . . .	3 06.1	1,200 00	-	-	392	34 00
25	23	Monroe,	2 80	100 00	12 00	112 00	40	100 00
23	24	Coleraine, . . .	2 77.8	1,000 00	-	-	360	750 00
20	25	Charlemont, . .	2 46.9	600 00	-	-	243	300 00
26	26	Bernardston, .	2 09.8	300 00	-	-	143	52 00

BERKSHIRE COUNTY.

3	1	DALTON. . . .	\$5 24	\$1,200 00	-	-	229	\$125 75
7	2	Otis,	5 13.2	800 00	\$36 46	\$836 46	163	300 00
1	3	Monterey, . . .	5 10.2	600 00	99 00	699 00	137	350 00
8	4	Lee,	4 04.2	3,706 66	-	-	917	-
6	5	Peru,	3 94.1	335 00	-	-	85	90 00
4	6	Gt. Barrington,	3 93.7	2,500 00	-	-	635	-
17	7	Sheffield, . . .	3 66.9	2,000 00	113 34	2,113 34	576	806 50
15	8	Lenox,	3 66.7	1,100 00	-	-	300	134 00
21	9	Alford,	3 57.1	300 00	-	-	84	150 00
5	10	N. Marlboro', .	3 54.6	800 00	327 53	1,127 53	318	373 50
14	12	Stockbridge, . .	3 54.4	1,400 00	-	-	395	-
2	12	Tyringham, . .	3 46.8	600 00	-	-	173	80 00
9	13	Egremont, . . .	3 43.9	650 00	-	-	189	100 00
12	14	Windsor,	3 42.9	600 00	-	-	175	325 00
11	15	Sandisfield, . .	3 39.9	1,000 00	200 00	1,200 00	353	-

BERKSHIRE COUNTY—CONTINUED.

For 1863-4.	For 1864-5.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
18	16	Hinsdale, . .	\$3 35.6	\$1,000 00	-	-	298	\$350 00
27	17	Williamstown,	3 12	1,800 00	-	-	577	475 00
13	18	Adams, . . .	3 11.7	5,050 00	-	-	1,620	-
28	19	Becket, . . .	3 03	1,000 00	-	-	330	800 00
23	20	Washington, .	3 01.5	600 00	-	-	199	376 00
16	21	Lanesborough,	2 92	800 00	-	-	274	350 00
10	22	Pittsfield, . .	2 90.3	7,475 00	-	-	2,575	-
22	23	Florida, . . .	2 83.7	400 00	-	-	141	275 00
19	24	Cheshire, . . .	2 54.8	800 00	-	-	314	256 00
26	25	Savoy,	2 50	507 50	-	-	203	457 00
31	26	Clarksburg, . .	2 45.1	250 00	-	-	102	175 00
20	27	New Ashford, .	2 38.1	100 00	-	-	42	110 88
25	28	Mt. Washington,	2 30.8	150 00	-	-	65	275 00
24	29	W. Stockbridge,	2 21.6	800 00	-	-	361	234 00
30	30	Richmond, . . .	2 03	400 00	-	-	197	466 48
29	31	Hancock, . . .	1 90.5	400 00	-	-	210	390 00

NORFOLK COUNTY.

1	1	BROOKLINE, . .	\$20 38.4	\$16,776 21	-	-	823	-
2	2	Dorchester, . .	15 41.9	30,900 00	-	-	2,004	-
3	3	West Roxbury,	11 18.1	14,490 44	-	-	1,296	-
4	4	Milton,	10 84.8	5,500 00	-	-	507	\$60 00
5	5	Dedham,	9 61.2	12,380 00	-	-	1,288	325 00
6	6	Roxbury,	9 23.7	55,447 20	-	-	6,003	-
16	7	Medfield, . . .	9 17.4	1,000 00	-	-	109	-
8	8	Quincy,	7 24.2	11,000 00	-	-	1,519	-
7	9	Walpole,	6 97.4	2,400 00	\$75 90	\$2,475 90	355	-
9	10	Needham, . . .	6 52.2	3,358 82	-	-	515	-
11	11	Cohasset, . . .	6 04.8	2,280 00	-	-	377	44 33
17	12	Wrentham, . . .	5 77.2	3,000 00	341 86	3,341 86	579	56 00
10	13	Weymouth, . . .	5 68.2	9,700 00	-	-	1,707	40 00
13	14	Foxboro', . . .	5 63.9	3,000 00	-	-	532	-
22	15	Bellingham, . .	5 29.4	1,400 00	140 63	1,540 63	291	6 00
15	16	Dover,	5 14.7	700 00	-	-	136	-
19	17	Franklin,	4 91.1	2,205 20	-	-	449	-
12	18	Sharon,	4 86.6	1,228 00	120 00	1,348 00	277	-
18	19	Braintree, . . .	4 73.6	3,950 00	-	-	834	40 00
14	20	Canton,	4 64.2	3,500 00	-	-	754	-
20	21	Randolph, . . .	4 07.5	5,200 00	-	-	1,276	-
23	22	Stoughton, . . .	3 88.6	4,500 00	-	-	1,158	-
21	23	Medway,	3 75	2,400 00	-	-	640	50 75

SCHOOL RETURNS.

lix

BRISTOL COUNTY.

For 1863-4.	For 1864-5.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	NEW BEDFORD,	\$10 29.6	\$36,037 67	-	-	3,500	-
7	2	Swansey, . .	8 14.8	1,890 47	-	-	232	-
2	3	Fairhaven, .	7 01.8	4,000 00	-	-	570	-
3	4	Seekonk, . .	6 30.3	555 34	\$264 00	\$819 34	130	\$6 40
6	5	Fall River, .	5 99.4	24,840 43	-	-	4,144	-
4	6	Dighton, . .	5 57.3	1,800 00	-	-	323	40 00
12	7	Berkley, . .	5 43.5	1,000 00	-	-	184	30 00
10	8	Acushnet, . .	5 37.6	1,500 00	-	-	279	28 00
5	9	Taunton, . .	5 04.6	17,400 00	-	-	3,448	150 00
8	10	Dartmouth, .	4 93	3,500 00	-	-	710	83 00
19	11	Somerset, . .	4 02.1	1,500 00	-	-	373	-
11	12	Norton, . . .	3 98.9	1,500 00	-	-	376	-
9	13	Easton, . . .	3 88.2	2,500 00	-	-	644	600 00
13	14	Raynham, . .	3 84.6	1,300 00	-	-	338	-
15	15	Mansfield, . .	3 50	1,547 00	-	-	542	-
14	16	Attleborough, .	3 48	4,500 00	-	-	1,293	-
17	17	Rehoboth, . .	3 45.3	1,000 00	336 20	1,336 20	387	200 00
16	18	Freetown, . .	3 43.8	1,200 00	-	-	349	25 00
18	19	Westport, . .	3 24.6	2,100 00	-	-	647	500 00

PLYMOUTH COUNTY.

1	1	PLYMOUTH, .	\$7 91.8	\$10,000 00	-	-	1,263	-
3	2	Hingham, . .	7 02.3	4,859 93	-	-	692	-
5	3	Kingston, . .	6 27	2,000 00	-	-	319	-
12	4	Halifax, . .	5 55.6	700 00	-	-	126	-
2	5	Lakeville, . .	5 43.5	1,000 00	-	-	184	-
6	6	Rochester, . .	5 40.5	1,200 00	-	-	222	\$100 00
8	7	Marion, . . .	5 35.7	1,050 00	-	-	196	-
17	8	Pembroke, . .	5 31.9	1,500 00	-	-	282	-
4	9	Hull,	5 28.8	275 00	-	-	52	-
7	10	South Scituate,	4 88.5	1,700 00	-	-	348	-
20	11	Bridgewater, .	4 76.2	3,500 00	-	-	735	105 00
19	12	Carver, . . .	4 52	800 00	-	-	177	350 00
9	13	Scituate, . . .	4 44.4	1,800 00	-	-	405	-
25	14	N. Bridgewater,	4 41	6,200 00	-	-	1,406	-
21	15	Abington, . .	4 23.5	8,554 48	-	-	2,020	-
23	16	Wareham, . .	4 20.9	2,500 00	-	-	594	200 00
11	17	Middleborough,	4 18.8	4,000 00	-	-	955	176 00
22	18	Marshfield, .	4 14.5	1,600 00	-	-	386	-
10	19	Duxbury, . .	4 00.8	2,000 00	-	-	499	211 70
13	20	Hanson, . . .	4 00	1,000 00	-	-	250	-
16	21	Hanover, . . .	3 92.2	1,200 00	-	-	306	20 00
15	22	E. Bridgewater,	3 68.2	2,500 00	-	-	679	200 00

BOARD OF EDUCATION.

PLYMOUTH COUNTY—CONTINUED.

For 1863-4.	For 1864-5.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
14	23	Mattapoisett, .	\$3 63.6	\$1,000 00	-	-	275	\$57 00
18	24	W. Bridgewater,	3 50	1,400 00	-	-	400	60 00
24	25	Plympton, . .	3 47.8	800 00	-	-	230	145 00

BARNSTABLE COUNTY.

2	1	PROVINCE'WN,	\$5 85.7	\$4,000 00	-	-	683	\$54 00
4	2	Orleans, . .	5 50.5	1,800 00	-	-	327	-
3	3	Yarmouth, . .	5 32.5	2,700 00	-	-	507	-
5	4	Barnstable, .	5 29	5,000 00	\$236 67	\$5,236 67	990	212 00
1	5	Eastham, . .	5 07.2	700 00	-	-	138	40 00
6	6	Brewster, . .	4 96.7	1,500 00	-	-	302	-
8	7	Falmouth, . .	4 85.6	2,000 00	321 31	2,321 31	478	151 00
9	8	Chatham, . .	4 73.2	3,000 00	-	-	634	-
11	9	Truro, . . .	4 32.3	1,500 00	-	-	347	-
7	10	Wellfleet, . .	4 20.1	2,250 00	106 50	2,356 50	561	-
10	11	Sandwich, . .	3 94.1	4,000 00	-	-	1,015	-
12	12	Harwich, . .	3 06.7	2,500 00	-	-	815	400 00
13	13	Dennis, . . .	2 08.8	2,000 00	-	-	862	1,862 87
		Marshpee Dis.,	2 15.5	125 00	-	-	58	-

DUKES COUNTY.

0	1	GOSNOLD, . .	\$5 26.3	\$100 00	-	-	19	\$65 00
1	2	Edgartown, .	5 20.8	2,000 00	-	-	384	-
3	3	Chilmark, . .	4 59.2	450 00	-	-	98	-
2	4	Tisbury, . .	3 90.2	1,600 00	-	-	410	-

NANTUCKET COUNTY.

NANTUCKET, . . .	\$8 65.3	\$7,000 00	-	-	809	-
------------------	----------	------------	---	---	-----	---

SCHOOL RETURNS.

lxi

A GRADUATED TABLE—FIRST SERIES.

Showing the Comparative Amount of Money appropriated by the different Counties in the State for the Education of each Child between the ages of 5 and 15 years in the County.

For 1863-4.	For 1864-5.	COUNTIES.	Sum appropriated by Counties for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue and similar funds appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	SUFFOLK	\$13 23	\$477,650 71	-	\$477,650 71	36,109	-
2	2	Nantucket,	8 65	7,000 00	-	7,000 00	809	-
3	3	Norfolk,	8 41	196,315 87	\$678 39	196,994 26	23,429	\$622 08
4	4	Middlesex,	8 20	357,467 74	120 00	357,587 74	43,595	1,041 64
6	5	Essex,	6 05	198,233 46	1,302 90	199,536 36	32,967	665 75
5	6	Bristol,	6 00	109,670 91	600 20	110,271 11	18,369	1,662 40
7	7	Hampden,	5 52	65,387 00	216 77	65,603 77	11,878	4,243 26
9	8	Worcester,	5 27	167,358 68	758 83	168,117 51	31,929	1,258 69
10	9	Hampshire,	4 88	37,725 00	237 06	37,962 06	7,783	4,602 07
12	10	Plymouth,	4 86	63,139 41	-	63,139 41	13,001	1,624 70
8	11	Dukes,	4 56	4,150 00	-	4,150 00	911	65 00
11	12	Barnstable,	4 36	32,950 00	427 81	33,377 81	7,659	2,719 87
13	13	Franklin,	4 06	26,326 68	206 82	26,533 50	6,541	5,062 26
14	14	Berkshire,	3 26	39,124 16	776 33	39,900 49	12,237	7,825 11
		Marshpee District,	2 16	125 00	-	125 00	58	-

AGGREGATE FOR THE STATE.

State,	\$7 23	\$1,782,624 62	\$5,325 11	\$1,787,949 73	247,275	\$31,392 83
--------	--------	----------------	------------	----------------	---------	-------------

A GRADUATED TABLE—FIRST SERIES.

Showing the Comparative Amount of Money, including Voluntary Contributions, appropriated by the different Counties in the State, for the education of each Child between the ages of 5 and 15 years in the County.

For 1863-4.	For 1864-5.	COUNTIES.	Totals.
1	1	SUFFOLK,	\$13 23
2	2	Nantucket,	8 65
3	3	Norfolk,	8 43
4	4	Middlesex,	8 23
5	5	Bristol,	6 09
6	6	Essex,	6 07
7	7	Hampden,	5 88
8	8	Hampshire,	5 47
10	9	Worcester,	5 30
13	10	Plymouth,	4 08
12	11	Franklin,	4 83
11	12	Barnstable,	4 71
9	13	Dukes,	4 63
14	14	Berkshire,	3 90
Aggregate for the State, including voluntary contributions, .			\$7 36

GRADUATED TABLES—SECOND SERIES.

The next Table exhibits the appropriations of the cities and towns, as compared with their respective valuations in 1865.

The first column shows the rank of the cities and towns in a similar Table for 1863-4, according to their valuations in 1860.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1864-5.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the Public Schools. The result is equivalent in value to mills and hundredths of mills. The decimals are carried to three figures in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the two last figures by a point.

The appropriations for schools are not given in the following Table, as they may be found by referring to the previous Tables, also in the Abstract of School Returns, commencing on page ii. These appropriations include the sum raised by taxes, the income of the surplus revenue, and of such other funds as the towns may appropriate at their option, either to support Common Schools, or to pay ordinary municipal expenses. The income of other local funds, and the voluntary contributions are not included in the estimate. The appropriations are reckoned the same as in the first series of tables, and for the same reasons.

The amount of taxable property, in each city and town, according to the last State Valuation, is also omitted, as it is already given in the foregoing Abstract of School Returns.

If the rank assigned to towns in the next Tables is compared with the rank of the same towns in the former series, it will be seen that they hold, in many instances, a very different place in the scale.

GRADUATED TABLES—SECOND SERIES.

A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1864-5.

For 1863-4, according to Valuation of 1860.	For 1864-5, according to Valuation of 1865.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1863-4.	For 1864-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	TRURO, . . .	\$0.004-15	24	36	Shutesbury, . . .	\$0.002-74
13	2	Somerville, . . .	3-96	5	37	Chatham, . . .	2-73
3	3	Chelsea, . . .	3-63	18	38	Malden, . . .	2-72
59	4	Warwick, . . .	3-63	133	39	Reading, . . .	2-71
15	5	Pelham, . . .	3-55	35	40	Melrose, . . .	2-70
2	6	Wellfleet, . . .	3-37	49	41	Ashland, . . .	2-69
82	7	Bellingham, . . .	3-32	12	42	Marlborough, . . .	2-69
27	8	Hawley, . . .	3-29	151	43	Webster, . . .	2-69
23	9	Marblehead, . . .	3-28	58	44	Otis, . . .	2-68
106	10	Nantucket, . . .	3-25	44	45	Sunderland, . . .	2-66
6	11	Erving, . . .	3-24	47	46	Nahant, . . .	2-63
4	12	Orleans, . . .	3-22	230	47	Plympton, . . .	2-63
9	13	Eastham, . . .	3-19	39	48	Florida, . . .	2-62
16	14	Plymouth, . . .	3-18	226	49	Pembroke, . . .	2-60
37	15	Berkley, . . .	3-16	129	50	Stoughton, . . .	2-58
19	16	Gloucester, . . .	3-14	69	51	Winchester, . . .	2-58
8	17	Dana, . . .	3-06	30	52	Deerfield, . . .	2-57
10	18	Greenwich, . . .	3-06	53	53	Dedham, . . .	2-55
21	19	Lynn, . . .	3-05	22	54	Provincetown, . . .	2-54
25	20	Milford, . . .	3-05	32	55	Clinton, . . .	2-51
14	21	New Salem, . . .	2-97	57	56	Braintree, . . .	2-50
17	22	Charlestown, . . .	2-93	231	57	Swanzey, . . .	2-50
20	23	Weymouth, . . .	2-90	31	58	Upton, . . .	2-48
78	24	Millbury, . . .	2-87	94	59	Wendell, . . .	2-48
46	25	Quincy, . . .	2-87	87	60	Dorchester, . . .	2-47
38	26	Ware, . . .	2-83	177	61	Ashby, . . .	2-46
234	27	Wareham, . . .	2-83	96	62	Watertown, . . .	2-46
241	28	N. Bridgewater, . . .	2-81	189	63	Winthrop, . . .	2-46
164	29	Abington, . . .	2-80	79	64	Goshen, . . .	2-45
7	30	Chicopee, . . .	2-78	11	65	Harwich, . . .	2-44
40	31	South Danvers, . . .	2-78	163	66	Natick, . . .	2-44
61	32	Danvers, . . .	2-77	84	67	Brighton, . . .	2-43
116	33	Rowe, . . .	2-77	43	68	Amherst, . . .	2-42
76	34	Stoneham, . . .	2-77	147	69	Rockport, . . .	2-41
34	35	Georgetown, . . .	2-76	115	70	Holliston, . . .	2-40

SCHOOL RETURNS.

lxv

For 1863-4.	For 1864-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1863-4.	For 1864-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
144	71	Lexington, . . .	\$.002-40	67	120	Hubbardston, . . .	\$.002-16
48	72	Sandwich, . . .	2-40	124	121	Ashburnham, . . .	2-15
68	73	Monterey, . . .	2-39	176	122	Blackstone, . . .	2-15
81	74	Lowell, . . .	2-38	216	123	Chesterfield, . . .	2-15
70	75	Wrentham, . . .	2-37	135	124	Heath, . . .	2-15
91	76	Bolton, . . .	2-36	65	125	Palmer, . . .	2-15
54	77	Grafton, . . .	2-36	100	126	Granby, . . .	2-13
210	78	Wales, . . .	2-36	114	127	Paxton, . . .	2-13
26	79	Greenfield, . . .	2-35	86	128	Athol, . . .	2-12
139	80	Foxborough, . . .	2-34	282	129	Fitchburg, . . .	2-12
141	81	Haverhill, . . .	2-34	88	130	Franklin, . . .	2-11
121	82	Newburyport, . . .	2-34	107	131	Leverett, . . .	2-11
149	83	Tisbury, . . .	2-34	117	132	Russell, . . .	2-11
72	84	Cummington, . . .	2-33	150	133	Scituate, . . .	2-11
29	85	Holyoke, . . .	2-33	73	134	Boxborough, . . .	2-10
128	86	Roxbury, . . .	2-33	99	135	Wayland, . . .	2-10
132	87	Dighton, . . .	2-32	161	136	Becket, . . .	2-09
42	88	Hopkinton, . . .	2-32	92	137	Groton, . . .	2-09
118	89	Templeton, . . .	2-30	252	138	Manchester, . . .	2-09
77	90	Cambridge, . . .	2-29	50	139	Montague, . . .	2-09
209	91	Marion, . . .	2-29	238	140	Plainfield, . . .	2-09
103	92	Middleton, . . .	2-29	101	141	Spencer, . . .	2-09
85	93	Tyngsborough, . . .	2-29	102	142	Beverly, . . .	2-08
250	94	Acushnet, . . .	2-28	122	143	Westminster, . . .	2-08
120	95	Buckland, . . .	2-28	123	144	Washington, . . .	2-07
74	96	Lawrence, . . .	2-28	137	145	Littleton, . . .	2-06
127	97	North Brookfield, . . .	2-27	108	146	Mansfield, . . .	2-06
52	98	South Hadley, . . .	2-27	98	147	Taunton, . . .	2-06
95	99	Prescott, . . .	2-26	33	148	Brookfield, . . .	2-05
97	100	Bedford, . . .	2-25	172	149	Attleborough, . . .	2-04
318	101	Fairhaven, . . .	2-25	62	150	Springfield, . . .	2-04
93	102	South Reading, . . .	2-25	198	151	Hingham, . . .	2-03
193	103	Chester, . . .	2-24	233	152	South Scituate, . . .	2-02
45	104	Barnstable, . . .	2-21	80	153	Orange, . . .	2-00
83	105	Southborough, . . .	2-21	110	154	Tyringham, . . .	2-00
90	106	Worcester, . . .	2-21	167	155	Acton, . . .	1-99
156	107	E. Bridgewater, . . .	2-20	159	156	Duxbury, . . .	1-99
113	108	Huntington, . . .	2-20	154	157	Lancaster, . . .	1-99
165	109	Lee, . . .	2-20	60	158	Northbridge, . . .	1-99
71	110	Ludlow, . . .	2-20	153	159	Ipswich, . . .	1-99
89	111	Oakham, . . .	2-20	205	160	Charlton, . . .	1-98
75	112	Newton, . . .	2-19	248	161	Halifax, . . .	1-98
160	113	Rochester, . . .	2-19	294	162	Mendon, . . .	1-98
63	114	Walpole, . . .	2-19	257	163	Windsor, . . .	1-98
41	115	Framingham, . . .	2-18	143	164	Fall River, . . .	1-97
162	116	Hanson, . . .	2-18	173	165	Burlington, . . .	1-96
111	117	Phillipston, . . .	2-18	166	166	Sandisfield, . . .	1-96
130	118	Concord, . . .	2-17	112	167	Dover, . . .	1-95
51	119	Townsend, . . .	2-17	174	168	North Chelsea, . . .	1-95

For 1863-4.	For 1864-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1863-4.	For 1864-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
36	169	Southbridge, . . .	\$0.001-95	169	218	Norton,	\$0.001-78
119	170	Wilbraham, . . .	1-95	170	219	Randolph, . . .	1-78
105	171	Cohasset, . . .	1-94	212	220	W. Brookfield, .	1-77
211	172	Westborough, . .	1-94	281	221	Bridgewater, . .	1-76
245	173	W. Cambridge, . .	1-94	194	222	Dudley,	1-76
287	174	Edgartown, . . .	1-93	300	223	New Bedford, . .	1-76
157	175	Leominster, . . .	1-93	227	224	Rowley,	1-76
138	176	Methuen,	1-93	247	225	Sheffield, . . .	1-76
175	177	Oxford,	1-93	239	226	Essex,	1-75
131	178	Medway,	1-92	196	227	Lakeville, . . .	1-75
199	179	Saugus,	1-92	142	228	Longmeadow, . .	1-75
136	180	Shirley,	1-92	232	229	Monson,	1-75
213	181	Holland,	1-91	253	230	Rehoboth, . . .	1-75
134	182	Rutland,	1-91	268	231	Sutton,	1-75
146	183	Montgomery, . . .	1-89	267	232	Carver,	1-74
202	184	Winchendon, . . .	1-89	289	233	Somerset,	1-73
158	185	Clarksburg, . . .	1-88	290	234	Warren,	1-73
224	186	Gardner,	1-88	246	235	Douglas,	1-72
191	187	Middleborough, . .	1-88	221	236	Westhampton, . .	1-72
55	188	Brewster,	1-87	28	237	Mt. Washington, .	1-71
229	189	Marshfield, . . .	1-87	152	238	Northampton, . .	1-71
218	190	Needham,	1-87	254	239	Freetown,	1-70
64	191	Yarmouth,	1-87	219	240	Stow,	1-70
190	192	Berlin,	1-86	220	241	Westfield,	1-70
243	193	Leicester,	1-86	168	242	Carlisle,	1-69
186	194	Savoy,	1-86	180	243	Dennis,	1-69
104	195	Sharon,	1-86	195	244	Falmouth,	1-69
201	196	Uxbridge,	1-86	309	245	Royalston,	1-69
214	197	West Newbury, . .	1-86	145	246	Middlefield, . . .	1-68
183	198	Conway,	1-85	223	247	Weston,	1-68
307	199	Mattapoissett, . .	1-85	207	248	Brimfield,	1-67
126	200	New Marlboro', . .	1-85	263	249	Billerica,	1-66
187	201	Sturbridge,	1-85	255	250	Lincoln,	1-65
203	202	Agawam,	1-84	330	251	Seekonk,	1-65
215	203	Barre,	1-84	181	252	Waltham,	1-65
285	204	Pepperell,	1-84	321	253	Lunenburg,	1-64
184	205	Petersham,	1-84	197	254	Ashfield,	1-63
321	206	Williamsburg, . . .	1-84	251	255	Charlemont, . . .	1-63
273	207	Hull,	1-82	314	256	Medfield,	1-63
266	208	New Braintree, . .	1-81	228	257	Salem,	1-62
155	209	Belchertown, . . .	1-80	277	258	Wenham,	1-62
178	210	Bradford,	1-80	261	259	Hanover,	1-61
206	211	Medford,	1-80	208	260	Harvard,	1-61
66	212	Amesbury,	1-79	225	261	Leyden,	1-61
182	213	Auburn,	1-79	302	262	Sherborn,	1-61
109	214	Salisbury,	1-79	242	263	Tewksbury, . . .	1-61
256	215	Southampton, . . .	1-79	293	264	Boylston,	1-60
148	216	Swampscott, . . .	1-79	280	265	West Boylston, . .	1-60
185	217	Northfield,	1-78	140	266	Woburn,	1-60

SCHOOL RETURNS.

lxvii

For 1863-4.	For 1864-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1863-4.	For 1864-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
244	267	Canton,	\$.001-59	303	301	Lynnfield,	\$.001-32
179	268	Coleraine,	1-57	333	302	Enfield,	1-31
265	269	Hadley,	1-56	286	303	W. Stockbridge, .	1-30
272	270	Peru,	1-56	259	304	Chelmsford, . . .	1-29
200	271	Sterling,	1-56	56	305	Easton,	1-29
297	272	Williamstown, . .	1-55	237	306	Milton,	1-29
217	273	Groveland,	1-53	326	307	Chilmark,	1-28
258	274	Boxford,	1-52	317	308	Dunstable,	1-28
125	275	Holden,	1-52	288	309	Gill,	1-28
188	276	Adams,	1-51	262	310	North Andover, .	1-26
306	277	Kingston,	1-50	240	311	Hinsdale,	1-25
296	278	Whately,	1-50	295	312	Topsfield,	1-24
171	279	W. Bridgewater, .	1-48	313	313	Shelburne,	1-22
284	280	North Reading, . .	1-47	292	314	Dalton,	1-21
204	281	Worthington, . . .	1-46	291	315	Lanesborough, . .	1-21
283	282	Hamilton,	1-45	324	316	Boston,	1-18
310	283	Dartmouth,	1-44	305	317	Cheshire,	1-18
222	284	Dracut,	1-44	304	318	Pittsfield,	1-17
316	285	Westport,	1-44	301	319	Raynham,	1-17
236	286	Andover,	1-41	323	320	Shrewsbury, . . .	1-17
315	287	Monroe,	1-41	276	321	Great Barrington,	1-15
249	288	Princeton,	1-41	264	322	Egremont,	1-11
298	289	Newbury,	1-40	308	323	Stockbridge, . . .	1-06
192	290	Westford,	1-40	312	324	Hatfield,	1-04
275	291	Brookline,	1-39	271	325	Easthampton, . . .	0-97
274	292	Sudbury,	1-38	319	326	New Ashford, . . .	0-92
260	293	Granville,	1-36	311	327	W. Springfield, . .	0-91
332	294	Hardwick,	1-36	-	328	Gosnold,	0-89
270	295	West Roxbury, . .	1-36	325	329	Alford,	0-88
299	296	Northborough, . .	1-34	278	330	Belmont,	0-85
320	297	Lenox,	1-33	328	331	Hancock,	0-82
269	298	Tolland,	1-33	327	332	Richmond,	0-80
235	299	Wilmington, . . .	1-33	329	333	Bernardston,* . . .	0-62
279	300	Blandford,	1-32	331	334	Southwick,* . . .	0-57

* These towns have a local fund for the support of their schools in part.

GRADUATED TABLES—SECOND SERIES.

In which all the towns in the respective Counties in the State are numerically arranged, according to the Percentage of their taxable property, appropriated for the support of Public Schools, for the year 1864-5.

SUFFOLK COUNTY.

For 1863-4.	For 1864-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1863-4.	For 1864-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	CHELSEA, . . .	\$.003-63	2	3	North Chelsea, .	\$.001-95
3	2	Winthrop, . . .	2-46	4	4	Boston,	1-18

ESSEX COUNTY.

3	1	MARBLEHEAD, .	\$.003-28	21	18	West Newbury, .	\$.001-86
1	2	Gloucester, . .	3-14	19	19	Bradford, . . .	1-80
2	3	Lynn,	3-05	8	20	Amesbury, . . .	1-79
5	4	South Danvers, .	2-78	12	21	Salisbury, . . .	1-79
7	5	Danvers,	2-77	17	22	Swampscott, . .	1-79
4	6	Georgetown, . .	2-76	23	23	Rowley,	1-76
6	7	Nahant,	2-63	26	24	Essex,	1-75
16	8	Rockport, . . .	2-41	24	25	Salem,	1-62
15	9	Haverhill, . . .	2-34	30	26	Wenham,	1-62
13	10	Newburyport, . .	2-34	22	27	Groveland, . . .	1-53
11	11	Middleton, . . .	2-29	28	28	Boxford,	1-52
9	12	Lawrence,	2-28	31	29	Hamilton,	1-45
27	13	Manchester, . . .	2-09	25	30	Andover,	1-41
10	14	Beverly,	2-08	33	31	Newbury,	1-40
18	15	Ipswich,	1-99	34	32	Lynnfield,	1-32
14	16	Methuen,	1-93	29	33	North Andover, .	1-26
20	17	Saugus,	1-92	32	34	Topsfield,	1-24

MIDDLESEX COUNTY.

2	1	SOMERVILLE, .	\$.003-96	25	5	Reading,	\$.002-71
3	2	Charlestown, . .	2-93	5	6	Melrose,	2-70
13	3	Stoneham,	2-77	8	7	Ashland,	2-69
4	4	Malden,	2-72	1	8	Marlborough, . .	2-69

SCHOOL RETURNS.

lxix

MIDDLESEX COUNTY—CONTINUED.

For 1863-4.	For 1864-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1863-4.	For 1864-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
10	9	Winchester, . . .	\$.002-58	33	31	Burlington, . . .	\$.001-96
34	10	Ashby,	2-46	43	32	West Cambridge, . . .	1-94
20	11	Watertown, . . .	2-46	26	33	Shirley,	1-92
30	12	Natick,	2-44	50	34	Pepperell,	1-84
16	13	Brighton,	2-43	37	35	Medford,	1-80
23	14	Holliston,	2-40	38	36	Stow,	1-70
29	15	Lexington,	2-40	32	37	Carlisle,	1-69
15	16	Lowell,	2-38	40	38	Weston,	1-68
7	17	Hopkinton,	2-32	46	39	Billerica,	1-66
14	18	Cambridge,	2-29	44	40	Lincoln,	1-65
17	19	Tyngsborough, . .	2-29	35	41	Waltham,	1-65
21	20	Bedford,	2-25	51	42	Sherborn,	1-61
19	21	South Reading, . .	2-25	42	43	Tewksbury,	1-61
12	22	Newton,	2-19	28	44	Woburn,	1-60
6	23	Framingham, . . .	2-18	49	45	North Reading, . . .	1-47
24	24	Concord,	2-17	39	46	Dracut,	1-44
9	25	Townsend,	2-17	36	47	Westford,	1-40
11	26	Boxborough, . . .	2-10	47	48	Sudbury,	1-38
22	27	Wayland,	2-10	41	49	Wilmington,	1-33
18	28	Groton,	2-09	45	50	Chelmsford,	1-29
27	29	Littleton,	2-06	52	51	Dunstable,	1-28
31	30	Acton,	1-99	48	52	Belmont,	0-85

WORCESTER COUNTY.

1	1	DANA,	\$.003-06	20	22	Westminster, . . .	\$.002-08
2	2	Milford,	3-05	5	23	Brookfield,	2-05
10	3	Millbury,	2-87	26	24	Lancaster,	1-99
25	4	Webster,	2-69	8	25	Northbridge,	1-99
4	5	Clinton,	2-51	38	26	Charlton,	1-98
3	6	Upton,	2-48	53	27	Mendon,	1-98
15	7	Bolton,	2-36	6	28	Southbridge,	1-95
7	8	Grafton,	2-36	40	29	Westborough,	1-94
19	9	Templeton,	2-30	27	30	Leominster,	1-93
23	10	N. Brookfield, . .	2-27	28	31	Oxford,	1-93
11	11	Southborough, . .	2-21	24	32	Rutland,	1-91
14	12	Worcester,	2-21	37	33	Winchendon,	1-89
13	13	Oakham,	2-20	43	34	Gardner,	1-88
17	14	Phillipston,	2-18	33	35	Berlin,	1-86
9	15	Hubbardston, . . .	2-16	44	36	Leicester,	1-86
21	16	Ashburnham, . . .	2-15	36	37	Uxbridge,	1-86
29	17	Blackstone,	2-15	32	38	Sturbridge,	1-85
18	18	Paxton,	2-13	42	39	Barre,	1-84
12	19	Athol,	2-12	31	40	Petersham,	1-84
50	20	Fitchburg,	2-12	47	41	New Braintree, . . .	1-81
16	21	Spencer,	2-09	30	42	Auburn,	1-79

WORCESTER COUNTY—CONTINUED.

For 1863-4.	For 1864-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1863-4.	For 1864-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
41	43	W. Brookfield, . .	\$.001-77	52	51	Boylston, . . .	\$.001-60
34	44	Dudley, . . .	1-76	49	52	West Boylston, .	1-60
48	45	Sutton, . . .	1-75	35	53	Sterling, . . .	1-56
51	46	Warren, . . .	1-73	22	54	Holden, . . .	1-52
45	47	Douglas, . . .	1-72	46	55	Princeton, . . .	1-41
55	48	Royalston, . . .	1-69	58	56	Hardwick, . . .	1-36
56	49	Lunenburg, . . .	1-64	54	57	Northborough, .	1 34
39	50	Harvard, . . .	1-61	57	58	Shrewsbury, . .	1-17

HAMPSHIRE COUNTY.

2	1	PELHAM, . . .	\$.003-55	22	13	Williamsburg, .	\$.001-84
1	2	Greenwich, . .	3-06	13	14	Belchertown, .	1-80
3	3	Ware, . . .	2-83	18	15	Southampton, .	1-79
7	4	Goshen, . . .	2-45	16	16	Westhampton, .	1-72
4	5	Amherst, . . .	2-42	12	17	Northampton, .	1-71
6	6	Cummington, .	2-33	11	18	Middlefield, .	1-68
5	7	South Hadley, .	2-27	19	19	Hadley, . . .	1-56
8	8	Prescott, . . .	2-26	14	20	Worthington, .	1-46
10	9	Huntington, . .	2-20	23	21	Enfield, . . .	1-31
15	10	Chesterfield, .	2-15	21	22	Hatfield, . . .	1-04
9	11	Granby, . . .	2-13	20	23	Easthampton, .	0-97
17	12	Plainfield, . .	2-09				

HAMPDEN COUNTY.

1	1	CHICOPEE, . . .	\$.002-78	11	12	Agawam, . . .	\$.001-84
13	2	Wales, . . .	2-36	8	13	Longmeadow, .	1-75
2	3	Holyoke, . . .	2-33	16	14	Monson, . . .	1-75
10	4	Chester, . . .	2-24	15	15	Westfield, . . .	1-70
5	5	Ludlow, . . .	2-20	12	16	Brimfield, . . .	1-67
4	6	Palmer, . . .	2-15	17	17	Granville, . . .	1-36
6	7	Russell, . . .	2-11	18	18	Tolland, . . .	1-33
3	8	Springfield, .	2-04	19	19	Blandford, . . .	1-32
7	9	Wilbraham, . .	1-95	20	20	W. Springfield, .	0-91
14	10	Holland, . . .	1-91	21	21	Southwick, . .	0-57
9	11	Montgomery, .	1-89				

FRANKLIN COUNTY.

9	1	WARWICK, . . .	\$.003-63	2	4	New Salem, . .	\$.002-97
5	2	Hawley, . . .	3-29	13	5	Rowe, . . .	2-77
1	3	Erving, . . .	3-24	3	6	Shutesbury, . .	2-74

FRANKLIN COUNTY—CONTINUED.

For 1863-4.	For 1864-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1863-4.	For 1864-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
7	7	Sunderland, . . .	\$0.002-66	18	17	Northfield, . . .	\$0.001-78
6	8	Deerfield, . . .	2-57	19	18	Ashfield, . . .	1-63
11	9	Wendell, . . .	2-48	21	19	Charlemont, . . .	1-63
4	10	Greenfield, . . .	2-35	20	20	Leyden, . . .	1-61
14	11	Buckland, . . .	2-28	16	21	Coleraine, . . .	1-57
15	12	Heath, . . .	2-15	23	22	Whately, . . .	1-50
12	13	Leverett, . . .	2-11	25	23	Monroe, . . .	1-41
8	14	Montague, . . .	2-09	22	24	Gill, . . .	1-28
10	15	Orange, . . .	2-00	24	25	Shelburne, . . .	1-22
17	16	Conway, . . .	1-85	26	26	Bernardston, . . .	0-62

BERKSHIRE COUNTY.

3	1	OTIS, . . .	\$0.002-68	13	17	Adams, . . .	\$0.001-51
2	2	Florida, . . .	2-62	28	18	Lenox, . . .	1-33
4	3	Monterey, . . .	2-39	20	19	W. Stockbridge, . .	1-30
10	4	Lee, . . .	2-20	14	20	Hinsdale, . . .	1-25
9	5	Becket, . . .	2-09	22	21	Dalton, . . .	1-21
6	6	Washington, . . .	2-07	21	22	Lanesborough, . .	1-21
5	7	Tyringham, . . .	2-00	25	23	Cheshire, . . .	1-18
16	8	Windsor, . . .	1-98	24	24	Pittsfield, . . .	1-17
11	9	Sandisfield, . . .	1-96	19	25	Gt. Barrington, . .	1-15
8	10	Clarksburg, . . .	1-88	17	26	Egremont, . . .	1-11
12	11	Savoy, . . .	1-86	26	27	Stockbridge, . . .	1-06
7	12	New Marlboro', . .	1-85	27	28	New Ashford, . .	0-92
15	13	Sheffield, . . .	1-76	29	29	Alford, . . .	0-88
1	14	Mt. Washington, . .	1-71	31	30	Hancock, . . .	0-82
18	15	Peru, . . .	1-56	30	31	Richmond, . . .	0-80
23	16	Williamstown, . .	1-55				

NORFOLK COUNTY.

7	1	BELLINGHAM, . . .	\$0.003-32	12	13	Dover, . . .	\$0.001-95
1	2	Weymouth, . . .	2-90	11	14	Cohasset, . . .	1-94
2	3	Quincy, . . .	2-87	15	15	Medway, . . .	1-92
14	4	Stoughton, . . .	2-58	18	16	Needham, . . .	1-87
3	5	Dedham, . . .	2-55	10	17	Sharon, . . .	1-86
4	6	Braintree, . . .	2-50	17	18	Randolph, . . .	1-78
8	7	Dorchester, . . .	2-47	23	19	Medfield, . . .	1-63
6	8	Wrentham, . . .	2-37	20	20	Canton, . . .	1-59
16	9	Foxborough, . . .	2-34	22	21	Brookline, . . .	1-39
13	10	Roxbury, . . .	2-33	21	22	West Roxbury, . .	1-36
5	11	Walpole, . . .	2-19	19	23	Milton, . . .	1-29
9	12	Franklin, . . .	2-11				

BOARD OF EDUCATION.

BRISTOL COUNTY.

For 1863-4.	For 1864-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1863-4.	For 1864-5.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	BERKLEY, . . .	\$0.003-16	14	11	New Bedford, . . .	\$0.001-76
9	2	Swanzy, . . .	2-50	11	12	Rehoboth, . . .	1-75
5	3	Dighton, . . .	2-32	13	13	Somerset, . . .	1-73
10	4	Acushnet, . . .	2-28	12	14	Freetown, . . .	1-70
18	5	Fairhaven, . . .	2-25	19	15	Seekonk, . . .	1-65
4	6	Mansfield, . . .	2-06	16	16	Dartmouth, . . .	1-44
3	7	Taunton, . . .	2-06	17	17	Westport, . . .	1-44
8	8	Attleborough, . . .	2-04	2	18	Easton, . . .	1-29
6	9	Fall River, . . .	1-97	15	19	Raynham, . . .	1-17
7	10	Norton, . . .	1-78				

PLYMOUTH COUNTY.

1	1	PLYMOUTH, . . .	\$0.003-18	4	14	Duxbury, . . .	\$0.001-99
17	2	Wareham, . . .	2-83	19	15	Halifax, . . .	1-98
18	3	N. Bridgewater, . . .	2-81	9	16	Middleborough, . . .	1-88
7	4	Abington, . . .	2-80	14	17	Marshfield, . . .	1-87
15	5	Plympton, . . .	2-63	25	18	Mattapoisett, . . .	1-85
13	6	Pembroke, . . .	2-60	22	19	Hull, . . .	1-82
12	7	Marion, . . .	2-29	23	20	Bridgewater, . . .	1-76
3	8	E. Bridgewater, . . .	2-20	10	21	Lakeville, . . .	1-75
5	9	Rochester, . . .	2-19	21	22	Carver, . . .	1-74
6	10	Hanson, . . .	2-18	20	23	Hanover, . . .	1-61
2	11	Scituate, . . .	2-11	24	24	Kingston, . . .	1-50
11	12	Hingham, . . .	2-03	8	25	W. Bridgewater, . . .	1-48
16	13	South Scituate, . . .	2-02				

BARNSTABLE COUNTY.

1	1	TRURO, . . .	\$0.004-15	9	8	Sandwich, . . .	\$0.002-40
2	2	Wellfleet, . . .	3-37	8	9	Barnstable, . . .	2-21
3	3	Orleans, . . .	3-22	10	10	Brewster, . . .	1-87
5	4	Eastham, . . .	3-19	11	11	Yarmouth, . . .	1-87
4	5	Chatham, . . .	2-73	12	12	Dennis, . . .	1-69
7	6	Provincetown, . . .	2-54	13	13	Falmouth, . . .	1-69
6	7	Harwich, . . .	2-44				

DUKES COUNTY.

1	1	TISBURY, . . .	\$0.002-34	3	3	Chilmark, . . .	\$0.001-28
2	2	Edgartown, . . .	1-93	-	4	Gosnold, . . .	0-89

NANTUCKET COUNTY.

NANTUCKET,	\$0.003-25
----------------------	------------

A GRADUATED TABLE—SECOND SERIES.

The different Counties in the State numerically arranged, according to the Percentage of their taxable property, appropriated for the support of Public Schools, for the year 1864-5.

For 1863-4.	For 1864-5.	COUNTIES.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Amount of money raised by taxes for the support of Public Schools.	Income of Surplus Revenue, and of similar funds, appropriated for Public Schools.	TOTAL.	Valuation of 1865.	Amount contributed for board and fuel.
5	1	NANTUCKET,	\$.003-25	\$7,000 00	-	\$7,000 00	\$2,152,568 00	-
1	2	Barnstable,	2-34	32,950 00	\$427 81	33,377 81	14,276,198 00	\$2,719 87
2	3	Middlesex,	2-30	357,467 74	120 00	357,587 74	155,324,723 00	1,041 64
10	4	Plymouth,	2-26	63,139 41	-	63,139 41	27,932,058 00	1,624 70
4	5	Essex,	2-21	198,233 46	1,302 90	199,536 36	90,393,467 00	665 75
8	6	Worcester,	2-08	167,358 68	758 83	168,117 51	80,857,766 00	1,258 69
7	7	Norfolk,	2-07	196,315 87	678 39	196,994 26	95,097,794 00	622 08
6	8	Franklin,	2-03	26,326 68	206 82	26,533 50	13,048,120 00	5,062 26
3	9	Hampden,	1-97	65,387 00	216 77	65,603 77	33,253,177 00	4,243 26
13	10	Dukes,	1-90	4,150 00	-	4,150 00	2,183,975 00	65 00
11	11	Bristol,	1-85	109,670 91	600 20	110,271 11	59,464,668 00	1,662 40
9	12	Hampshire,	1-85	37,725 00	237 06	37,962 06	20,510,994 00	4,602 07
12	13	Berkshire,	1-43	39,124 16	776 33	39,900 49	27,937,444 00	7,825 11
14	14	Suffolk,	1-23	477,650 71	-	477,650 71	387,276,700 00	-

AGGREGATE FOR THE STATE.

14 Counties,	\$.001-77	\$1,782,624 62	\$5,325 11	\$1,787,949 73	\$1,009,709,652 00	\$31,392 83
--------------	-----------	----------------	------------	----------------	--------------------	-------------

Arrangement of the Counties, according to their Appropriations, including Voluntary Contributions.

If the Counties are numerically arranged, according to the percentage of their valuations appropriated for Public Schools, voluntary contributions of board and fuel being added to the sum raised by tax and to the income of the Surplus Revenue, as severally given in the previous Table, the order of precedence will be as follows :—

For 1863-4.	For 1864-5.	COUNTIES.	Percentage of Valuation equivalent to mills and hundredths of mills.
7	1	NANTUCKET,	\$.003-25
1	2	Barnstable,	2-53
2	3	Franklin,	2-42
11	4	Plymouth,	2-32
4	5	Middlesex,	2-31
6	6	Essex,	2-21
3	7	Hampden,	2-10
9	8	Worcester,	2-09
5	9	Hampshire,	2-08
8	10	Norfolk,	2-08
13	11	Dukes,	1-93
12	12	Bristol,	1-88
10	13	Berkshire,	1-71
14	14	Suffolk,	1-23
Aggregate for the State,			\$.001-80

GRADUATED TABLES—THIRD SERIES.

The following Table exhibits the ratio of the mean average attendance in each town to the whole number of children between 5 and 15, according to the returns. The mean average is found by adding the average attendance in Summer to the average attendance in Winter, and dividing the amount by 2. The fraction (five-tenths) when it occurs in dividing by 2, is reckoned, but is not expressed in the column giving the mean average. In some cases the true mean average is not obtained by this process, for reasons peculiar to the schools of some towns. In such cases school committees were requested to indicate in their returns the true mean average, that their result may be inserted in the Table.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases where, without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is over 100 per cent. These results, supposing the registers to have been properly kept, and the returns correctly made, are to be thus explained:—the mean average attendance upon all Public Schools, being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15, may more than compensate for the absence of children between those ages.

GRADUATED TABLES—THIRD SERIES.

Table, in which all the Towns in the State are numerically arranged, according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1864-5.

TOWNS.				TOWNS.					
	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		
1	MEDFIELD,	109	158	1.44-95	34	Paxton, . .	134	120	.89-55
2	Ashby, . .	184	197	1.07-07	35	Brookline, .	823	736	.89-43
3	Boxboro', .	87	92	1.05-75	36	Pern, . . .	85	76	.89-41
4	N. Chelsea, .	129	132	1.02-71	37	W. Bridgew'r,	400	357	.89-38
5	Cummington,	187	191	1.02-41	38	Erving, . .	121	107	.88-84
6	Bernardston,	143	145	1.01-40	39	Easton, . .	644	572	.88-82
7	Watertown, .	771	778	1.00-97	40	Littleton, .	205	182	.88-78
8	Hubbardston,	304	303	.99-67	41	Harvard, .	264	234	.88-64
9	Greenwich, .	113	112	.99-12	42	Concord, .	385	341	.88-57
10	New Salem,	202	200	.99-01	43	Acton, . .	378	334	.88-36
11	Holliston, .	599	583	.97-41	44	Enfield, . .	189	167	.88-36
12	Marion, . .	196	190	.97-19	45	Reading, .	515	454	.88-16
13	Wales, . .	118	114	.96-61	46	Lexington, .	386	339	.88-00
14	Plainfield, .	107	103	.96-26	47	Warwick, .	206	181	.87-86
15	Orange, . .	336	322	.95-83	48	Leominster, .	668	586	.87-73
16	Otis, . . .	163	156	.95-71	49	Westboro', .	522	455	.87-26
17	Seekonk, .	130	123	.95-00	50	Orleans, . .	327	284	.87-00
18	Townsend, .	371	351	.94-61	51	Northboro', .	256	222	.86-91
19	N. Braintree,	137	129	.94-16	52	Nantucket, .	809	703	.86-90
20	Nahant, . .	73	68	.93-84	53	Sherborn, .	213	184	.86-40
21	Hardwick, .	299	280	.93-81	54	Tyngsboro', .	130	112	.86-15
22	Ashfield, .	221	205	.92-99	55	Lunenburg, .	203	174	.85-96
23	Oakham, .	178	165	.92-70	56	Athol, . .	573	491	.85-69
24	Shirley, . .	218	202	.92-66	57	Pepperell, .	370	317	.85-68
25	Dracut, . .	320	295	.92-19	58	Coleraine, .	360	304	.85-58
26	Templeton, .	453	417	.92-05	59	Goshen, . .	72	61	.85-42
27	Barre, . .	484	444	.91-84	60	Shrewsbury,	306	261	.85-29
28	Stoneham, .	504	462	.91-77	61	Dana, . .	197	167	.84-77
29	Worthington,	167	152	.91-32	62	Charlton, .	371	314	.84-64
30	Hawley, . .	147	134	.91-16	63	Sturbridge, .	380	321	.84-47
31	Royalston, .	315	287	.91-11	64	Westminster,	386	326	.84-46
32	Wilmington,	162	146	.90-12	65	Sunderland,	183	154	.84-43
33	Middlefield, .	148	133	.89-86	66	Russell, . .	138	116	.84-42

TOWNS.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.		Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
67	Rochester, .	222	187	.84-23	115	Barnstable, .	.79-44
68	Boxford, .	197	165	.84-01	116	Winchester, .	.79-36
69	Sudbury, .	287	240	.83-80	117	N. Bedford, .	.79-23
70	Petersham, .	283	236	.83-57	118	Leverett, .	.79-21
71	Natick, . .	887	740	.83-43	119	Plymouth, .	.79-18
72	Kingston, .	319	266	.83-39	120	Middleboro', .	.79-11
73	Phillipston, .	153	127	.83-33	121	Wrentham, .	.79-02
74	Boylston, .	164	136	.83-23	122	Southwick, .	.78-95
75	Westhamp'n, .	138	114	.82-97	123	Gardner, .	.78-93
76	Walpole, . .	355	294	.82-96	124	Douglas, . .	.78-87
77	Granby, . .	176	146	.82-95	125	Medway, . .	.78-83
78	Chelsea, . .	2,994	2,462	.82-90	126	Hopkinton, .	.78-79
79	Upton, . . .	355	294	.82-82	127	W. Boylston, .	.78-70
80	Sterling, . .	325	268	.82-62	128	Belchertown, .	.78-51
81	N. Brookfield, .	562	464	.82-56	129	Bellingham, .	.78-35
82	Waltham, . .	1,183	976	.82-50	130	Worcester, . .	.78-19
83	Heath, . . .	130	107	.82-31	131	Ipswich, . . .	.78-15
84	Stow,	316	260	.82-28	132	Mendon, . . .	.78-10
85	Prescott, . .	110	90	.82-27	133	Belmont, . . .	.78-00
86	Essex,	315	259	.82-22	134	Ashburnham, .	.77-94
87	Bolton, . . .	309	253	.82-04	135	Melrose, . . .	.77-90
88	Georgetown, .	387	317	.81-91	136	Wareham, . . .	.77-86
89	Spencer, . . .	642	524	.81-70	137	Auburn, . . .	.77-84
90	Rutland, . . .	210	171	.81-67	138	Danvers, . . .	.77-74
91	Huntington, .	258	210	.81-59	139	Berlin, . . . .	.77-64
92	Duxbury, . .	499	407	.81-56	140	Fitchburg, . .	.77-64
93	Princeton, . .	261	212	.81-42	141	Gt. Barrington, .	.77-56
94	Franklin, . .	449	365	.81-40	142	Eastham, . . .	.77-54
95	Swansey, . . .	232	188	.81-03	143	Monson, . . . .	.77-39
96	Framingham, .	834	675	.80-94	144	Carlisle, . . .	.77-38
97	Needham, . .	515	416	.80-87	145	Hancock, . . .	.77-38
98	Tewksbury, .	232	187	.80-82	146	Clinton, . . . .	.77-37
99	Rockport, . .	671	542	.80-77	147	Haverhill, . .	.77-19
100	Amherst, . . .	636	513	.80-74	148	Chilmark, . . .	.77-04
101	Southboro', .	345	278	.80-58	149	Deerfield, . . .	.77-02
102	Halifax, . . .	126	101	.80-56	150	Hanson, . . . .	.76-80
103	Dover,	136	109	.80-51	151	Holden, . . . .	.76-77
104	Brighton, . .	728	585	.80-43	152	Marblehead, .	.76-72
105	Hadley, . . .	373	300	.80-43	153	Williamsburg, .	.76-68
106	Lancaster, . .	339	272	.80-24	154	Somerville, . .	.76-63
107	Weston, . . .	234	187	.79-91	155	Middleton, . .	.76-44
108	Berkley, . . .	184	147	.79-89	156	Province'wn, .	.76-43
109	Wendell, . . .	139	111	.79-86	157	Somerset, . . .	.76-41
110	Manchester, .	345	275	.79-71	158	Oxford, . . . .	.76-36
111	Dorchester, .	2,004	1,595	.79-59	159	Whately, . . .	.76-01
112	Gill,	147	117	.79-59	160	Carver, . . . .	.75-99
113	Scituate, . . .	405	322	.79-51	161	Dalton, . . . .	.75-98
114	Lowell, . . .	4,929	3,917	.79-48	162	S. Reading, . .	.75-98

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
163	Shelburne, .	289	219	.75-95	211	Conway, .	323	231	.71-67
164	Wenham, .	220	167	.75-91	212	Malden, . .	1,442	1,030	.71-43
165	Marshfield, .	386	292	.75-78	213	Westford, .	334	238	.71-41
166	Dennis, . .	862	653	.75-75	214	Woburn, . .	1,405	1,003	.71-39
167	Winchendon, .	548	415	.75-73	215	Newton, . .	1,908	1,361	.71-36
168	Weymouth, .	1,707	1,292	.75-72	216	Dunstable, .	96	68	.71-35
169	Mansfield, .	442	334	.75-68	217	Hinsdale, .	298	212	.71-31
170	Sutton, . .	475	359	.75-68	218	Montague, .	360	256	.71-25
171	Chicopee, .	1,243	939	.75-54	219	Lincoln, . .	132	94	.71-21
172	Abington, .	2,020	1,524	.75-45	220	Randolph, .	1,276	908	.71-16
173	Fairhaven, .	570	430	.75-44	221	Chatham, .	634	451	.71-14
174	Brewster, .	302	227	.75-33	222	Wayland, .	244	173	.71-11
175	Blandford, .	204	153	.75-25	223	E. Bridgew'r,	679	482	.71-06
176	Brookfield, .	420	316	.75-24	224	Raynham, .	338	240	.71-01
177	Newbury, .	286	215	.75-17	225	Savoy, . .	203	144	.70-94
178	Quincy, . .	1,519	1,141	.75-12	226	Milford, . .	2,373	1,682	.70-90
179	Boston, . .	32854	24661	.75-06	227	Truro, . .	347	246	.70-89
180	Gloucester, .	2,362	1,772	.75-04	228	Falmouth, .	478	338	.70-82
181	Becket, . .	330	247	.75-00	229	S. Hadley, .	454	321	.70-81
182	Bedford, . .	176	132	.75-00	230	Westfield, .	1,073	758	.70-64
183	Dedham, . .	1,288	966	.75-00	231	Grafton, . .	870	614	.70-57
184	Windsor, . .	175	131	.74-86	232	Ashland, . .	332	234	.70-48
185	Medford, . .	1,159	867	.74-81	233	Dighton, . .	323	227	.70-43
186	Swampscott, .	334	249	.74-70	234	Warren, . .	369	259	.70-33
187	Hanover, . .	306	228	.74-51	235	W. Newbury, .	473	332	.70-19
188	Amesbury, .	769	570	.74-19	236	N. Reading, .	236	165	.70-13
189	Lakeville, .	184	136	.74-18	237	Hingham, .	692	484	.70-01
190	W. Brookfield, .	355	263	.74-08	238	Braintree, .	834	581	.69-72
191	Norton, . .	376	278	.73-94	239	Wellfleet, .	561	391	.69-70
192	Methuen, . .	506	374	.73-91	240	Cambridge, .	6,325	4,395	.69-50
193	Uxbridge, . .	610	450	.73-77	241	Andover, . .	935	649	.69-41
194	Pembroke, . .	282	208	.73-76	242	Millbury, .	729	504	.69-20
195	Hamilton, . .	144	106	.73-61	243	Chesterfield, .	186	128	.69-09
196	Milton, . .	507	372	.73-37	244	Stoughton, .	1,158	799	.69-04
197	Cohasset, . .	377	275	.73-08	245	Ludlow, . .	279	192	.69-00
198	W. Cambr'ge, .	551	402	.73-05	246	Groton, . .	665	458	.68-95
199	Beverly, . .	1,158	845	.72-97	247	Charlemont, .	243	167	.68-93
200	Northbridge, .	593	432	.72-85	248	Gosnold, . .	19	13	.68-42
201	Billerica, . .	347	252	.72-77	249	Charlestown, .	5,798	3,964	.68-37
202	N. Bridgew'er, .	1,406	1,023	.72-76	250	Chelmsford, .	538	367	.68-22
203	Buckland, . .	392	284	.72-58	251	Dudley, . .	423	288	.68-09
204	Yarmouth, . .	507	367	.72-49	252	Pelham, . .	172	117	.68-02
205	Rehoboth, . .	387	280	.72-35	253	Holland, . .	100	68	.68-00
206	Rowe, . .	138	99	.72-10	254	Sandisfield, .	353	240	.67-99
207	Edgartown, .	384	276	.72-01	255	Roxbury, . .	6,003	4,081	.67-98
208	W. Roxbury, .	1,296	933	.71-99	256	Bridgewater, .	735	499	.67-96
209	Leyden, . .	140	100	.71-79	257	Northfield, .	387	262	.67-83
210	Leicester, . .	528	379	.71-78	258	S. Scituate, .	348	236	.67-82

SCHOOL RETURNS.

lxxix

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
259	Lynn, . .	4,280	2,897	.67-69	298	Dartmouth, .	710	435	.61-27
260	Tolland, . .	99	67	.67-68	299	Springfield, .	3,709	2,267	.61-14
261	Palmer, . .	693	467	.67-39	300	Southbridge, .	871	531	.61-02
262	Chester, . .	291	195	.67-01	301	Lenox, . .	300	183	.61-00
263	Harwich, . .	815	546	.66-99	302	Brimfield, . .	263	160	.60-84
264	Salisbury, . .	735	491	.66-80	303	Taunton, . .	3,448	2,095	.60-77
265	Freetown, . .	349	233	.66-76	304	S. Danvers, .	1,441	875	.60-76
266	Hatfield, . .	269	179	.66-54	305	Attleboro', .	1,293	785	.60-75
267	Acushnet, . .	279	185	.66-49	306	Mattapoisett, .	275	167	.60-73
268	Shutesbury, .	182	121	.66-48	307	Alford, . .	84	51	.60-71
269	Longmeadow, .	280	182	.66-43	308	Greenfield, . .	643	389	.60-50
270	Canton, . .	754	500	.66-38	309	Rowley, . .	280	169	.60-36
271	N. Marlboro', .	318	209	.65-88	310	Groveland, . .	331	199	.60-12
272	Topsfield, . .	232	152	.65-73	311	Lee, . . .	917	551	.60-09
273	Ware, . .	741	485	.65-52	312	Montgomery, .	73	43	.59-59
274	Tisbury, . .	410	268	.65-49	313	Monterey, . .	137	81	.59-49
275	Plympton, . .	230	150	.65-43	314	Tyringham, . .	173	102	.59-25
276	Winthrop, . .	132	86	.65-15	315	Marlboro', . .	1,562	924	.59-15
277	Granville, . .	280	182	.65-00	316	Clarksburg, . .	102	60	.58-82
278	Northamp'n, .	1,535	997	.64-95	317	Lanesboro', . .	274	160	.58-39
279	Foxboro', . .	532	345	.64-94	318	Richmond, . .	197	114	.58-12
280	Webster, . .	559	363	.64-94	319	Florida, . .	141	79	.56-38
281	Newburyport, .	2,657	1,711	.64-41	320	Monroe, . .	40	22	.56-25
282	Lynnfield, . .	160	103	.64-38	321	Mt. Washing'n	65	36	.56-15
283	Agawam, . .	326	208	.63-80	322	Adams, . .	1,620	897	.55-37
284	Saugus, . .	443	282	.63-77	323	Fall River, . .	4,144	2,278	.54-98
285	W. Spring'ld, .	403	254	.63-15	324	Salem, . .	3,820	2,094	.54-83
286	Blackstone, . .	1,171	737	.62-94	325	Egremont, . .	189	102	.53-97
287	Hull, . . .	52	32	.62-50	326	Sandwich, . .	1,015	542	.53-45
288	Stockbridge, .	395	246	.62-28	327	Lawrence, . .	3,495	1,848	.52-88
289	Wilbraham, . .	448	278	.62-17	328	Sheffield, . .	576	300	.52-17
290	Burlington, . .	107	66	.62-15	329	Cheshire, . .	314	163	.51-91
291	N. Andover, . .	441	273	.61-90	330	Easthampton, .	531	275	.51-79
292	Holyoke, . .	1,097	678	.61-80	331	Williams'wn, .	577	298	.51-65
293	Sharon, . .	277	171	.61-73	332	W. Stock'ge, .	361	181	.50-28
294	Washington, . .	199	122	.61-56	333	New Ashford, .	42	20	.48-81
295	Westport, . .	647	398	.61-51	334	Pittsfield, . .	2,575	1,128	.43-81
296	Bradford, . .	310	190	.61-29		Marshpee, . .	58	39	.68-10
297	Southampton, .	226	138	.61-28					

GRADUATED TABLES—THIRD SERIES.

Table, in which all the Towns in the respective Counties in the State are numerically arranged, according to the mean average attendance of their children upon the Public Schools, for the year 1864-5.

[For an explanation of the principle on which these Tables are constructed, see *ante* p. lxxv.]

·SUFFOLK COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	N. CHELSEA,	129	132	1.02-71	3	Boston, . .	32854	24661	.75-06
2	Chelsea, . .	2,994	2,462	.82-90	4	Winthrop, . .	132	86	.65-15

ESSEX COUNTY.

1	NAHANT, .	73	68	.93-84	18	Hamilton, .	144	106	.73-61
2	Boxford, .	197	165	.84-01	19	Beverly, . .	1,158	845	.72-97
3	Essex, . .	315	259	.82-22	20	W. Newbury,	473	332	.70-19
4	Georgetown,	387	317	.81-91	21	Andover, . .	935	649	.69-41
5	Rockport, .	671	542	.80-77	22	Lynn, . . .	4,280	2,897	.67-69
6	Manchester,	345	275	.79-71	23	Salisbury, .	735	491	.66-80
7	Ipswich, . .	572	447	.78-15	24	Topsfield, .	232	152	.65-73
8	Danvers, . .	1,114	866	.77-74	25	Newburyp't,	2,657	1,711	.64-41
9	Haverhill, .	1,789	1,381	.77-19	26	Lynnfield, .	160	103	.64-38
10	Marblehead,	1,484	1,138	.76-72	27	Saugus, . .	443	282	.63-77
11	Middleton, .	208	159	.76-44	28	N. Andover,	441	273	.61-90
12	Wenham, . .	220	167	.75-91	29	Bradford, . .	310	190	.61-29
13	Newbury, . .	286	215	.75-17	30	S. Danvers,	1,441	875	.60-76
14	Gloucester, .	2,362	1,772	.75-04	31	Rowley, . .	280	169	.60-36
15	Swampscott,	334	249	.74-70	32	Groveland, .	331	199	.60-12
16	Amesbury, .	769	570	.74-19	33	Salem, . . .	3,820	2,094	.54-83
17	Methuen, . .	506	374	.73-91	34	Lawrence, .	3,495	1,848	.52-88

SCHOOL RETURNS.

lxxxi

MIDDLESEX COUNTY.

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals
1 ASHBY, . .	184	197	1.07-07	27 Winchester,	419	332	.79-36
2 Boxboro', .	87	92	1.05-75	28 Hopkinton, .	957	754	.78-79
3 Watertown, .	771	778	1.00-97	29 Belmont, .	225	175	.78-00
4 Holliston, .	599	583	.97-41	30 Melrose, . .	595	463	.77-90
5 Townsend, .	371	351	.94-61	31 Carlisle, . .	126	97	.77-38
6 Shirley, . .	218	202	.92-66	32 Somerville, .	1,874	1,436	.76-63
7 Dracut, . .	320	295	.92-19	33 S. Reading, .	614	466	.75-98
8 Stoneham, .	504	462	.91-77	34 Bedford, . .	176	132	.75-00
9 Wilmington,	162	146	.90-12	35 Medford, . .	1,159	867	.74-81
10 Littleton, .	205	182	.88-78	36 W. Cambr'ge,	551	402	.73-05
11 Concord, . .	385	341	.88-57	37 Billerica, . .	347	252	.72-77
12 Acton, . .	378	334	.88-36	38 Malden, . .	1,442	1,030	.71-43
13 Reading, . .	515	454	.88-16	39 Westford, . .	334	238	.71-41
14 Lexington, .	386	339	.88-00	40 Woburn, . .	1,405	1,003	.71-39
15 Sherborn, .	213	184	.86-40	41 Newton, . .	1,908	1,361	.71-36
16 Tyngsboro',	130	112	.86-15	42 Dunstable, .	96	68	.71-35
17 Pepperell, .	370	317	.85-68	43 Lincoln, . .	132	94	.71-21
18 Sudbury, . .	287	240	.83-80	44 Wayland, . .	244	173	.71-11
19 Natick, . .	887	740	.83-43	45 Ashland, . .	332	234	.70-48
20 Waltham, .	1,183	976	.82-50	46 N. Reading,	236	165	.70-13
21 Stow, . .	316	260	.82-28	47 Cambridge, .	6,325	4,395	.69-50
22 Framingham,	834	675	.80-94	48 Groton, . .	665	458	.68-95
23 Tewksbury,	232	187	.80-82	49 Charlestown,	5,798	3,964	.68-37
24 Brighton, .	728	585	.80-43	50 Chelmsford, .	538	367	.68-22
25 Weston, . .	234	187	.79-91	51 Burlington, .	107	66	.62-15
26 Lowell, . .	4,929	3,917	.79-48	52 Marlboro', .	1,562	924	.59-15

WORCESTER COUNTY.

1 HUBBARD'N,	304	303	.99-67	14 Athol, . .	573	491	.85-69
2 N. Braintree,	137	129	.94-16	15 Shrewsbury,	306	261	.85-29
3 Hardwick, .	299	280	.93-81	16 Dana, . .	197	167	.84-77
4 Oakham, . .	178	165	.92-70	17 Charlton, .	371	314	.84-64
5 Templeton, .	453	417	.92-05	18 Sturbridge, .	380	321	.84-47
6 Barre, . .	484	444	.91-84	19 Westminster,	386	326	.84-46
7 Royalston, .	315	287	.91-11	20 Petersham, .	283	236	.83-57
8 Paxton, . .	134	120	.89-55	21 Phillipston, .	153	127	.83-33
9 Harvard, . .	264	234	.88-64	22 Boylston, . .	164	136	.83-23
10 Leominster, .	668	586	.87-73	23 Upton, . .	355	294	.82-82
11 Westboro', .	522	455	.87-26	24 Sterling, . .	325	268	.82-62
12 Northboro',	256	222	.86-91	25 N. Brookfield,	562	464	.82-56
13 Lunenburg, .	203	174	.85-96	26 Bolton, . .	309	253	.82-04

WORCESTER COUNTY—CONTINUED.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
27	Spencer, .	642	524	.81-70	43	Oxford, . .	550	420	.76-36
28	Rutland, .	210	171	.81-67	44	Winchendon,	548	415	.75-73
29	Princeton, .	261	212	.81-42	45	Sutton, . .	475	359	.75-68
30	Southboro', .	345	278	.80-58	46	Brookfield, .	420	316	.75-24
31	Lancaster, .	339	272	.80-24	47	W. Brookfield,	355	263	.74-08
32	Gardner, .	553	436	.78-93	48	Uxbridge, .	610	450	.73-77
33	Douglas, . .	388	306	.78-87	49	Northbridge,	593	432	.72-85
34	W. Boylston,	554	436	.78-70	50	Leicester, .	528	379	.71-78
35	Worcester, .	4,929	3,854	.78-19	51	Milford, . .	2,373	1,682	.70-90
36	Mendon, .	290	226	.78-10	52	Grafton, . .	870	614	.70-57
37	Ashburnham,	442	344	.77-94	53	Warren, . .	369	259	.70-33
38	Auburn, .	185	144	.77-84	54	Millbury, .	729	504	.69-20
39	Berlin, . .	228	177	.77-64	55	Dudley, . .	423	288	.68-09
40	Fitchburg, .	1,514	1,175	.77-64	56	Webster, .	559	363	.64-94
41	Clinton, . .	643	497	.77-37	57	Blackstone, .	1,171	737	.62-94
42	Holden, . .	381	292	.76-77	58	Southbridge,	871	531	.61-02

HAMPSHIRE COUNTY.

1	CUMMING'N,	187	191	1.02-41	13	Hadley, . .	373	300	.80-43
2	Greenwich, .	113	112	.99-12	14	Belchertown,	549	431	.78-51
3	Plainfield, .	107	103	.96-26	15	Williamsburg,	446	342	.76-68
4	Worthington,	167	152	.91-32	16	S. Hadley, .	454	321	.70-81
5	Middlefield, .	148	133	.89-86	17	Chesterfield,	186	128	.69-09
6	Enfield, . .	189	167	.88-36	18	Pelham, . .	172	117	.68-02
7	Goshen, . .	72	61	.85-42	19	Hatfield, .	269	179	.66-54
8	Westhamp'n,	138	114	.82-97	20	Ware, . .	741	485	.65-52
9	Granby, . .	176	146	.82-95	21	Northamp'n,	1,535	997	.64-95
10	Prescott, .	110	90	.82-27	22	Southampton,	226	138	.61-28
11	Huntington,	258	210	.81-59	23	Easthampton,	531	275	.51-79
12	Amherst, .	636	513	.80-74					

HAMPDEN COUNTY.

1	WALES, . .	118	114	.96-61	6	Blandford, .	204	153	.75-25
2	Russell, . .	138	116	.84-42	7	Westfield, .	1,073	758	.70-64
3	Southwick, .	228	180	.78-95	8	Ludlow, . .	279	192	.69-00
4	Monson, . .	533	412	.77-39	9	Holland, .	100	68	.68-00
5	Chicopee, .	1,243	939	.75-54	10	Tolland, . .	99	67	.67-68

SCHOOL RETURNS.

lxxxiii

HAMPDEN COUNTY—CONTINUED.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
11	Palmer, . .	693	467	.67-39	17	Wilbraham, .	448	278	.62-17
12	Chester, . .	291	195	.67-01	18	Holyoke, . .	1,097	678	.61-80
13	Longmeadow,	280	186	.66-43	19	Springfield, .	3,709	2,267	.61-14
14	Granville, .	280	182	.65-00	20	Brimfield, .	263	160	.60-84
15	Agawam, . .	326	208	.63-80	21	Montgomery, .	73	43	.59-59
16	W. Spring'ld,	403	254	.63-15					

FRANKLIN COUNTY.

1	BERNARD'N,	143	145	1.01-40	14	Deerfield, .	681	524	.77-02
2	New Salem,	202	200	.99-01	15	Whately, .	198	150	.76-01
3	Orange, . .	336	322	.95-83	16	Shelburne, .	289	219	.75-95
4	Ashfield, .	221	205	.92-99	17	Buckland, .	392	284	.72-58
5	Hawley, . .	147	134	.91-16	18	Rowe, . .	138	99	.72-10
6	Erving, . .	121	107	.88-84	19	Leyden, . .	140	100	.71-79
7	Warwick, .	206	181	.87-86	20	Conway, .	323	231	.71-67
8	Coleraine, .	360	304	.85-58	21	Montague, .	360	256	.71-25
9	Sunderland,	183	154	.84-43	22	Charlemont,	243	167	.68-93
10	Heath, . .	130	107	.82-31	23	Northfield, .	387	262	.67-83
11	Wendell, .	139	111	.79-86	24	Shutesbury, .	182	121	.66-48
12	Gill, . . .	147	117	.79-59	25	Greenfield, .	643	389	.60-50
13	Leverett, .	190	150	.79-21	26	Monroe, . .	40	22	.56-25

BERKSHIRE COUNTY.

1	OTIS, . . .	163	156	.95-71	17	Monterey, .	137	81	.59-49
2	Peru, . . .	85	76	.89-41	18	Tyringham, .	173	102	.59-25
3	Gt. Barrington,	635	492	.77-56	19	Clarksburg, .	102	60	.58-82
4	Hancock, .	210	162	.77-38	20	Lanesboro', .	274	160	.58-39
5	Dalton, . .	229	174	.75-98	21	Richmond, .	197	114	.58-12
6	Becket, . .	330	247	.75-00	22	Florida, . .	141	79	.56-38
7	Windsor, .	175	131	.74-86	23	Mt. Washing'n	65	36	.56-15
8	Hinsdale, .	298	212	.71-31	24	Adams, . .	1,620	897	.55-37
9	Savoy, . .	203	144	.70-94	25	Egremont, .	189	102	.53-97
10	Sandisfield, .	353	240	.67-99	26	Sheffield, .	576	300	.52-17
11	N. Marlboro',	318	209	.65-88	27	Cheshire, .	314	163	.51-91
12	Stockbridge,	395	246	.62-28	28	Williams'wn,	577	298	.51-65
13	Washington,	199	122	.61-56	29	W. Stock'ge,	361	181	.50-28
14	Lenox, . .	300	183	.61-00	30	New Ashford,	42	20	.48-81
15	Alford, . .	84	51	.60-71	31	Pittsfield, .	2,575	1,128	.43-81
16	Lee, . . .	917	551	.60-09					

NORFOLK COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	MEDFIELD, .	109	158	1.44-95	13	Dedham, .	1,288	966	.75-00
2	Brookline, .	823	736	.89-43	14	Milton, . .	507	372	.73-37
3	Walpole, .	355	294	.82-96	15	Cohasset, .	377	275	.73-08
4	Franklin, .	449	365	.81-40	16	W. Roxbury, .	1,296	933	.71-99
5	Needham, .	515	416	.80-87	17	Randolph, .	1,276	908	.71-16
6	Dover, . .	136	109	.80-51	18	Braintree, .	834	581	.69-72
7	Dorchester, .	2,004	1,595	.79-59	19	Stoughton, .	1,158	799	.69-04
8	Wrentham, .	579	457	.79-02	20	Roxbury, .	6,003	4,081	.67-98
9	Medway, .	640	504	.78-83	21	Canton, . .	754	500	.66-38
10	Bellingham, .	291	228	.78-35	22	Foxboro', .	532	345	.64-94
11	Weymouth, .	1,707	1,292	.75-72	23	Sharon, . .	277	171	.61-73
12	Quincy, . .	1,519	1,141	.75-12					

BRISTOL COUNTY.

1	SEEKONK, .	130	123	.95-00	11	Raynham, .	338	240	.71-01
2	Easton, . .	644	572	.88-82	12	Dighton, .	323	227	.70-43
3	Swanzy, . .	232	188	.81-03	13	Freetown, .	349	233	.66-76
4	Berkley, .	184	147	.79-89	14	Acushnet, .	279	185	.66-49
5	N. Bedford, .	3,500	2,773	.79-23	15	Westport, .	647	398	.61-51
6	Somerset, .	373	285	.76-41	16	Dartmouth, .	710	435	.61-27
7	Mansfield, .	442	334	.75-68	17	Taunton, .	3,448	2,095	.60-77
8	Fairhaven, .	570	430	.75-44	18	Attleboro', .	1,293	785	.60-75
9	Norton, . .	376	278	.73-94	19	Fall River, .	4,144	2,278	.54-98
10	Rehoboth, .	387	280	.72-35					

PLYMOUTH COUNTY.

1	MARION, .	196	190	.97-19	14	Abington, .	2,020	1,524	.75-45
2	W. Bridgew'r, .	400	357	.89-38	15	Hanover, .	306	228	.74-51
3	Rochester, .	222	187	.84-23	16	Lakeville, .	184	136	.74-18
4	Kingston, .	319	266	.83-39	17	Pembroke, .	282	208	.73-76
5	Duxbury, .	499	407	.81-56	18	N. Bridgew'er, .	1,406	1,023	.72-76
6	Halifax, . .	126	101	.80-56	19	E. Bridgew'r, .	679	482	.71-06
7	Scituate, .	405	322	.79-51	20	Hingham, .	692	484	.70-01
8	Plymouth, .	1,263	1,000	.79-18	21	Bridgewater, .	735	499	.67-96
9	Middleboro', .	955	755	.79-11	22	S. Scituate, .	348	236	.67-82
10	Wareham, .	594	462	.77-86	23	Plympton, .	230	150	.65-43
11	Hanson, . .	250	192	.76-80	24	Hull, . . .	52	32	.62-50
12	Carver, . .	177	134	.75-99	25	Mattapoisett, .	275	167	.60-73
13	Marshfield, .	386	292	.75-78					

SCHOOL RETURNS.

LXXXV

BARNSTABLE COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	ORLEANS, .	327	284	.87-00	8	Chatham, .	634	451	.71-14
2	Barnstable, .	990	786	.79-44	9	Truro, . .	347	246	.70-89
3	Eastham, .	138	107	.77-54	10	Falmouth, .	478	338	.70-82
4	Province'wn,	683	522	.76-43	11	Wellfleet, .	561	391	.69-70
5	Dennis, . .	862	653	.75-75	12	Harwich, .	815	546	.66-99
6	Brewster, .	302	227	.75-33	13	Sandwich, .	1,015	542	.53-45
7	Yarmouth, .	507	367	.72-49		Marshpee, .	58	39	.68-10

DUKES COUNTY.

1	CHILMARK,	98	75	.77-04	3	Gosnold, .	19	13	.68-42
2	Edgartown, .	384	276	.72-01	4	Tisbury, .	410	268	.65-49

NANTUCKET COUNTY.

NANTUCKET,	809	703	.86-90
------------	---	---	---	---	---	---	-----	-----	--------

TABLE, in which all the Counties are numerically arranged, according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1864-5.

For 1863-4.	For 1864-5.	COUNTIES.	Ratio of attendance, &c.
2	1	NANTUCKET, . . . . .	.86-90
3	2	Worcester, . . . . .	.77-80
6	3	Franklin, . . . . .	.77-29
4	4	Middlesex, . . . . .	.75-84
5	5	Suffolk, . . . . .	.75-72
9	6	Plymouth, . . . . .	.74-91
7	7	Norfolk, . . . . .	.73-55
8	8	Hampshire, . . . . .	.73-37
10	9	Barnstable, . . . . .	.71-30
1	10	Dukes, . . . . .	.69-54
12	11	Essex, . . . . .	.67-30
13	12	Bristol, . . . . .	.66-90
11	13	Hampden, . . . . .	.66-69
14	14	Berkshire, . . . . .	.58-22

MEAN AVERAGE ATTENDANCE FOR THE STATE.

Number of children between 5 and 15 years of age in the State, .	247,275
Mean average attendance,	179,344
Ratio of attendance to the whole number of children between 5 and 15, expressed in decimals, . . . . .	.73

INDEX.

REPORT OF BOARD OF EDUCATION AND OF ITS SECRETARY.

(For Index of Town School Reports, see the following pages.)

Abstract of School Reports, value of, 6. (See Index of Abstracts.)

Agent of Board, services of, 7, 17.

Appropriations, increase of, 13, 14, 48.

Associations of Teachers, State and County, usefulness of, 12.

Board of Education, Report of, 5.

operations of, 7.

Bridgewater Normal School, Report of Visitors of, 30.

statistics of, 30.

contributions to library of, 31.

apparatus needed for, 32.

prosperity of, 32.

Children in Manufacturing Establishments, disregard of law concerning employment of, 65.

Common School System, prosperity of, 12.

support of, during four years of war, 47, *et seq.*

Crosby, Alpheus, resignation of, as principal of Salem Normal School, 10, 34, 54.

District System, abolition of, 14, 85.

origin of, 84, 85.

Emerson, George B., Report of, as Treasurer of the Board, 38.

Framingham Normal School, Report of Visitors of, 22.

statistics of, 22.

prosperity of, 25.

Hagar, D. B., appointment of, as principal of Salem Normal School, 10, 36, 55.

High Schools, 55.

list of towns maintaining, 60.

delinquent towns concerning, 60.

improvement of, 86.

Institutes for Teachers. (See Teachers' Institutes.)

Lee, Thomas, premiums of, to encourage art of reading, 10, 37, 38.

Massachusetts School Legislation, history of, 70.
 Massachusetts Teacher, recommended, 12.

Normal Schools, prosperity of, 8, 53.
 model school connected with, 9.
 programme of studies in, 9, 88.
 appropriations for, 10, 38.
 salary of teachers in, 10, 24, 37, 54.
 statistics of, 11.
 object of, 33, 54.
 appreciation of, by the public, 54.
 Northrop, B. G., Agent of the Board, 51.

Plymouth Colony, school legislation of, 73.
 Prudential Committee, first authorized, Act 1827, 85.
 Public Schools, statistics of, 13.
 attendance upon, 14.
 appropriations for, 14, 47, 49.
 means of improving, 14.
 deficiency of apparatus in, 18.
 too many studies in, 24.
 support of, during the war, 47, *et seq.*
 length of, 50, 55, 57.

Report of Board of Education, 5.
 Report of Visitors of Normal Schools, at Framingham, 22.
 Westfield, 26.
 Bridgewater, 30.
 Salem, 33.
 Report of Treasurer of the Board, 38.
 Report of Secretary of the Board, 44.
 Reports of School Committees. (See Abstracts.)

Salem Normal School, Report of Visitors of, 33.
 statistics of, 33.
 School Committees' Reports, Abstracts of. (See Abstracts.)
 School Districts, origin of, Act of 1800, 84.
 School Fund, statement concerning, 15, 66, *et seq.*
 conditions on which income of, can be received by towns, 18, 55.
 Act concerning distribution of income of, 55.
 School Legislation, history of, 70.
 Colonial period of, 71.
 Provincial period of, 76.
 Constitutional period of, 80.
 leading provisions of, 83.
 School Returns. (See Appendix in Index of Abstract of School Reports.)
 School System of Massachusetts, improvement of, 12, 14, 20.
 how affected by four years of civil war, 47, *et seq.*
 leading principles of, 70, 83.
 origin of, 71, 75.
 Colonial period of, Act of 1642, &c., 71.
 Provincial period of, Provincial Laws, 1692-1774, 76.
 Constitutional period of, Act of 1789, &c., 80, *et seq.*
 districts, as a part of, 84, 85.

- Secretary of Board of Education, Report of, 44.
State Scholarships, payments on account of, 39.
Statistics of Public Schools, value of, 5.
 summary of, 13, 44.
- Table of towns whose schools are not kept six months, 58.
Tables, Graduated, of statistics, importance of, 5. (See Appendix.)
Tabular statement concerning High Schools, 60, 63.
Teachers, compensation of, 19, 24.
Teachers' Institutes, success of, 7, 52.
 when and where held, 51.
 attendance upon, 7.
 teachers and lecturers, 52.
 importance of, 53.
Tenney, Sanborn, closed his services at Teachers' Institutes, 53.
Todd, Henry, fund of, 41.
Towns delinquent in respect to length of schools, 58.
 maintaining High Schools, 60.
Treasurer's Report, 38.
Truancy, 64.
Truant Officers, list of towns choosing them, 63.
Truants, place for confinement of, and provisions for, 65.
- War, effect of, upon schools, 47, *et seq.*
Westfield Normal School, Report of Visitors of, 26.
 statistics of, 26.
 importance of a model school to be connected with, 29.

ABSTRACT OF SCHOOL REPORTS.

Towns from whose Reports Extracts are taken.

	Page.		Page.
Abington,	279	Dalton,	240
Acton,	74	Dana,	146
Adams,	236	Dedham,	250
Agawam,	208	Deerfield,	225
Alford,	237	Dennis,	307
Amesbury,	33	Dighton,	270
Andover,	35	Dorchester,	251
Ashburnham,	135	Douglas,	146
Ashland,	75	Dracut,	82
Attleborough,	269	Duxbury,	288
Barre,	137	East Bridgewater,	290
Becket,	233	Easthampton,	194
Bedford,	75	Easton,	271
Belchertown,	192	Edgartown,	312
Berkley,	270	Enfield,	195
Berlin,	138	Erving,	226
Bernardston,	223	Essex,	40
Beverly,	36	Fall River,	271
Billerica,	76	Falmouth,	307
Blackstone,	139	Fitchburg,	147
Bolton,	141	Florida,	242
Boston,	3	Framingham,	82
Boxborough,	77	Franklin,	252
Boylston,	142	Gardner,	149
Bradford,	38	Georgetown,	43
Braintree,	247	Gloucester,	45
Bridgewater,	284	Goshen,	195
Brighton,	77	Grafton,	150
Burlington,	78	Granby,	196
Canton,	249	Granville,	211
Carlisle,	79	Great Barrington,	242
Carver,	287	Greenfield,	227
Charlestown,	80	Greenwich,	197
Charlton,	144	Groveland,	46
Chatham,	306	Hadley,	198
Chelmsford,	81	Hardwick,	152
Chelsea,	27	Hatfield,	200
Chester,	208	Haverhill,	47
Chesterfield,	193	Hingham,	292
Chicopee,	209	Holden,	153
Clarksburg,	240	Hubbardston,	155
Clinton,	144	Hull,	293
Coleraine,	224	Ipswich,	49
Conway,	224		
Cummington,	194		

	Page.		Page.
Kingston,	294	Orleans,	309
Lakeville,	295	Oxford,	170
Lawrence,	50	Paxton,	171
Lee,	243	Pembroke,	299
Leicester,	157	Petersham,	171
Leverett,	227	Phillipston,	172
Lexington,	85	Pittsfield,	244
Leyden,	228	Princeton,	173
Littleton,	86	Provincetown,	310
Longmeadow,	211	Quincy,	255
Lowell,	88	Reading,	106
Ludlow,	215	Rehoboth,	277
Lunenburg,	158	Rockport,	65
Lynn,	51	Rochester,	301
Malden,	90	Rowley,	66
Manchester,	53	Roxbury,	261
Marblehead,	57	Royalston,	174
Marion,	296	Rutland,	175
Marshfield,	296	Salem,	67
Medfield,	253	Salisbury,	69
Medford,	91	Sandisfield,	244
Melrose,	98	Sandwich,	310
Mendon,	159	Saugus,	70
Methuen,	59	Scituate,	302
Middleborough,	298	Sharon,	262
Middleton,	61	Sheffield,	246
Milford,	160	Sherborn,	108
Millbury,	162	Shirley,	109
Milton,	253	Shrewsbury,	175
Monroe,	229	Shutesbury,	234
Monson,	215	Somerset,	278
Nahant,	61	Somerville,	111
Natick,	100	Southampton,	204
Nantucket,	314	Southborough,	176
Needham,	255	South Scituate,	302
New Bedford,	274	South Hadley,	203
New Braintree,	164	South Reading,	112
Newburyport,	62	Southwick,	216
New Salem,	230	Spencer,	177
Newton,	102	Springfield,	217
Northampton,	201	Sterling,	178
North Andover,	65	Stockbridge,	247
Northborough,	165	Stoneham,	117
Northbridge,	167	Stoughton,	262
North Bridgewater,	298	Stow,	118
North Chelsea,	30	Sturbridge,	181
Northfield,	230	Sudbury,	119
North Reading,	105	Sunderland,	234
Norton,	277	Sutton,	182
Oakham,	169	Swampscott,	72
Orange,	233		

	Page.		Page.
Taunton,	278	Westborough,	185
Tewksbury,	119	West Boylston,	186
Tolland,	221	West Bridgewater,	305
Townsend,	122	West Brookfield,	187
Tyngsborough,	123	West Cambridge,	129
		Westfield,	222
Upton,	183	Westford,	130
Uxbridge,	183	Westminster,	187
		West Roxbury,	265
Walpole,	263	Weymouth,	268
Waltham,	125	Whately,	235
Ware,	205	Wilmington,	131
Warren,	184	Winchendon,	188
Watertown,	125	Winthrop,	32
Wayland,	126	Woburn,	131
Wellfleet,	311	Worcester,	190
Wendell,	235		

TOPICS IN THE ABSTRACTS OF REPORTS OF SCHOOL COMMITTEES.

- Absenteeism, 32, 41, 45, 71, 101, 129, 147, 240, 252, 294, 310.
 effect of, 252.
- Attendance, 43, 74, 188, 237, 238, 246.
- Apparatus, 238.
- Boston, Public Schools of, 3.
 Latin School of, 6.
 Normal School of, 8, 24.
- Children in Manufacturing Establishments, 84, 244, 272, 273.
 Special Schools for, 272.
 not to be sent to school too young, 120.
- Classification in Schools, 64, 90, 142, 224.
- Common School System, trains to habits of order, 29, 33.
- Corporal Punishment, 29, 91, 146.
- Discipline, 49, 53, 91, 125, 146, 156, 191, 268.
- Dismissal of Scholars, 130.
- District System, evils of, 34, 60, 76, 82, 110, 140, 165, 174, 175, 195, 197, 198, 209, 215, 234, 235, 245, 285, 289, 308.
 abolition of, 106, 110, 139, 234, 235, 236, 245, 278, 307.
- Education, 70, 143, 161.
 political importance of, 143, 152, 160, 222, 230, 270.
 object of, 265, 312.
- Evening Schools, 50, 217, 273, 275.
- Female Teachers, 128, 180, 181, 214, 293.
- Greenleaf, Benjamin, sketch of, and his interest in public schools, 38.
- Government, 29, 49, 54, 111, 125, 130, 191, 212, 239.
 rules for, 30.
- Gymnastics and Physical Training, 10, 36, 61, 120, 255, 264.
- Grammar Schools, 62, 64.
- Grammar, study of, 41, 113, 179, 305.
- High Schools, 45, 48, 57, 60, 64, 75, 88, 102, 111, 125, 129, 134, 170, 177, 186, 193, 199, 219, 243, 248, 254, 261, 298, 302.
 employment of graduates of, 207, 244.
- Home Education, 53, 71, 98, 109, 128, 153, 290, 304.
- Institutes for Teachers. (See Teachers' Institutes.)
- Lee Academy changed to a High School, 243.
- Manufacturing Companies, liberality of to schools, 85, 125.
- Mathematics, study of, too prominent, 40, 182.
- Military Instruction and drill in Schools, 10, *et seq.*, 261.
- Morals and Manners, 43, 74, 121, 155, 177, 304.
- Moral and Religious Instruction, 80, 116, 121, 180, 187, 237, 267, 289, 302.
- Music in Schools, 14, 305.
- Municipal System, 82, 106.

Normal Schools, 110, 182, 215, 264, 272.

Object-teaching, 104, 126, 261.

Oral Instruction, 114, 190, 194, 233.

Parents, relation of to teachers, 54, 79, 105, 118, 119, 133, 142, 158, 247, 281, 299, 304.

duty of, to schools, 54, 67, 71, 77, 79, 98, 105, 107, 112, 118, 119, 132, 141, 158, 176,
208, 212, 232, 236, 238, 251, 270, 277, 296, 309.

required by law to furnish schooling, 126.

Penmanship, 87, 127, 145, 175, 186.

Physical Training and Gymnastics, 10, 36, 61, 88, 120, 255, 261, 264.

Political Text-Book for schools, 78.

Primary Schools, 77, 88, 104, 150, 166, 213, 274, 307.

defective instruction in, 284, 307.

Private Schools, 269, 303, 314.

Prudential Committees, 76, 82, 110, 141, 144, 149, 183, 192, 196, 203, 209, 227, 228, 244, 249.

Punishment, 29, 54, 91.

Reading, 33, 61, 70, 84, 87, 117, 124, 138, 144, 157, 159, 168, 185, 187, 190, 226, 227, 230, 250,
255, 262, 271, 299, 305.

Salaries of Teachers, 9, 45, 51, 59, 228, 253.

School Committee, duties of, 40, 127.

report of, 117, 138, 211, 265.

School Books, 33, 171.

School Districts, 60, 76, 82, 195, 235, 245, 287.

School-Houses, 47, 52, 60, 91, 131, 159, 162, 172, 183, 184, 187, 204, 209, 211, 216, 225, 229,
232, 242, 289, 290.

School Money, 34, 66, 69, 75, 269, 301.

appropriation of, 108, 117, 123.

School Studies, 33, 52, 75, 113, 128.

Schools, Public, "high pressure system" of study in, 17, 134.

singing in, 14, 305.

general rules for government of, 30, 42, 55, 57, 72, 92, 99, 108, 148, 201, 255, 281, 302.

studies in, 33, 40, 42, 52, 75, 113, 128, 163, 253, 292, 300.

methods of teaching in, 47, 114, 166, 169, 188, 205.

classification of, 64, 90, 142, 158, 194, 224, 287, 293, 298, 310.

insufficient appropriation for, 69, 75, 117, 152, 153, 170, 173, 221, 242, 269, 301.

instruction upon civil government in, 78, 151, 239, 243.

kept only five days in a week, 82.

age of pupils in, 120, 190, 244, 311.

removing of pupils from, 145, 244.

length of, 153, 169, 171, 180, 197, 234, 295.

parents, &c., have no right to upbraid teachers in, 176.

value of State regulations to, 178.

supervision of, 217.

alleged decline of, 246.

Special Schools, 272.

Spelling, 35, 84, 121, 123, 144, 168, 186, 190, 196, 226, 271, 300.

match, 35, 234.

Studies too numerous, 40.

Superintendent of Schools, 67, 81, 217, 219.

Tardiness, 46, 56, 71, 130.

- Teachers, compensation of, 43, 45, 51, 59, 124, 162, 197, 204, 208, 250, 309.
 various methods of, 47, 114, 166, 205.
 wrong manner of hiring them, 34, 76, 203, 209, 228, 233, 245, 298.
 examination of, 122, 195, 224.
 evil of changing, 34, 66, 133, 137, 167, 175, 223, 231, 247, 253, 298.
 meetings of, 133, 206.
 rules to be observed by, 42, 55, 57, 92, 99, 108, 201, 302.
 selection of, 141, 144, 167, 172, 200, 236, 245, 249.
 qualification and duties of, 85, 104, 107, 109, 112, 122, 130, 137, 151, 164, 183, 195, 200, 215, 223, 226, 251, 262, 271, 280, 311.
 criticism of, in school reports, 86, 101, 111, 117, 144, 307.
- Teachers' Institutes, 101, 198, 205, 225.
- Thoroughness in studies, 69, 70, 134, 147, 154, 161, 196, 227, 253, 263, 266.
- Truancy, 28, 44, 45, 50, 65, 66, 89, 101, 160.
 by-laws concerning, 50, 101, 189, 240, 278.
- Truant School, 63.
- Ventilation, 53, 225.

APPENDIX.

- Abstract of School Returns, i.
 tabular statement of, ii.
 recapitulation of, xl.
- Tables, graduated, 1st series showing the sum appropriated for each person between 5 and 15, xliii.
 2d series, showing the ratio of the valuation of the towns to their appropriations to schools, lxiii.
 3d series, showing the ratio of the mean average attendance to the number of persons, between 5 and 15, lxxv.

